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AN ANALYSIS OF THE ROLE OF SUPERVISORY ASSISTANTS  
IN LARGE ADMINISTRATIVE UNITS IN SASKATCHEWAN

by

MICHAEL PITSULA

A THESIS

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UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Role of Supervisory Assistants in Large Administrative Units in Saskatchewan" submitted by Michael Pitsula in partial fulfilment of the requirements for the degree of Master of Education.





## ABSTRACT

The purpose of this study was to analyze the role of the supervisory assistant in the large administrative units in Saskatchewan. Fundamentally, the study was concerned with clarifying the duties, responsibilities, and the administrative relationship of the supervisory assistant. Data for the study were obtained from 376 questionnaires completed by superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen.

The findings of this study indicated that the role of a supervisory assistant was essentially one of supervision and related mainly to tasks of instructional leadership. The supervisory assistant was expected to keep informed on curriculum developments in order to help teachers understand new educational trends and curriculum objectives, to provide for a program of educational diagnosis and assist in the development of remedial and enrichment procedures, to consult with teachers on specific school problems, to assist with the orientation of teachers, to encourage the use of a variety of instructional methods, and to assist in the classification and grouping of pupils.

Some conflict was apparent on several significant supervisory services. Providing leadership in the development of in-service projects was highly favoured by all



groups, except the chairmen. Improving instruction through classroom visitation was also considered a most worthwhile supervisory service, although somewhat less favoured by the principals. Demonstration teaching, intervisitation of teachers, and self-evaluation procedures, received an indifferent response from teachers and principals. Evaluating the work of teachers and reporting to the Board showed the greatest amount of disagreement among the alter groups. The chairmen and a small majority of teachers appeared to favour this supervisory service, whereas the other groups considered this to be the least desirable expectation for the supervisory assistant.

In general, all groups were in agreement that the supervisory assistant should not be expected to perform administrative tasks which might be classed as line-officer functions. In particular, the supervisory assistant was not expected to participate in salary negotiations, to attend Unit Board meetings regularly, to formulate policies, and should not become involved with the engagement and placement of teachers.

The nature of the relationship of the supervisory assistant to other members of the school team was not clearly defined. The groups were in agreement that the supervisory assistant should come under the jurisdiction of the superintendent, but some uncertainty was expressed as to the



relationship of the supervisory assistant to the principal, and to the Unit Board.

Teaching experience and grade level taught, did not appear to be significant factors in determining expectations for the role of a supervisory assistant. Beginning teachers showed some preference for the supervisory services of consultation, intervisitation, and assistance with self-evaluation procedures. The more experienced teachers favoured supervisory services related to demonstration teaching, variety of instructional methods, and assistance with in-service projects.







## ACKNOWLEDGMENTS

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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### I. INTRODUCTION

During the first quarter of this century, about eighty per cent of the population in Saskatchewan was rural. With the rapid influx of settlers came the necessity for many rural schools. School inspectors played an important role in the organization and administration of the new school districts. The original School Act made provision for "inspectional" services which were provided by a staff of departmental inspectors. Each of these inspectors was assigned to a large geographic area so that usually it was impossible to visit a school more than once a year. The main purpose of the annual visit to the school was that of inspection and report writing. There was little time or opportunity for the inspector to provide the teacher with the necessary leadership and encouragement for the improvement of instruction.

As time passed many changes were brought about in the structure and philosophy of the educational system. These changes were accompanied by changes in concepts of supervision, from autocratic supervision to a form of democratic supervision based on leadership and team work.

The formation of larger school units of administration, centralization of schools, the implementation of the divisional



system of school organization, the development of new programs and new methods of teaching, all increased the need for additional supervisory services. Because of these needs, Unit Boards searched for ways of supplying these additional services at the local level. The helping teacher, subject consultants, and finally supervisory assistants were provided in an effort to meet the increased needs for supervisory services.

During the year of 1945, several School Unit Boards were employing special professional personnel to assist the provincially appointed superintendent of schools in improving the educational services in the schools of the Unit. At first these specialists were designated as assistant to the superintendent, but this title was soon dropped and the name helping teacher was adopted.

The Saskatchewan Helping Teachers' Association was formed as a professional group within the Saskatchewan Teachers' Federation in June, 1946. Among the purposes set out in the constitution were: to gain better understanding of the nature and scope of helping teacher work; to interchange views and ideas on common problems; to become acquainted with modern trends in education; and to base helping teacher activity on a sound philosophy of education.

In 1959, the Saskatchewan Helping Teachers' Association published a brochure to clarify and make more generally known the work of its members. This pamphlet states that, "The Helping Teacher is a member of a team of teachers who, under the





guidance of the superintendent, is working to further the education of boys and girls in the schools of the community. Essentially, the helping teacher is an experienced teacher-consultant."<sup>1</sup>

The services rendered by helping teachers were described as that of visiting classrooms and helping teachers on problems concerning the organization and presentation of school work. They worked with teachers on such activities as time table and the daily plan, the setting up of units of work, the developing of testing and remedial programs, and the more effective use of library facilities. Their aim was to become professional leaders and to work with teachers as part of the school team. Helping teachers were generalists, and as such, they were available as consultants for many in-service educational programs. Some of their special activities included participation as consultants at conventions, institutes, conferences, workshops, and local study groups. They assisted in curriculum planning, encouraged teachers to continue their professional training, and interpreted the educational program to Home and School Associations and other community groups.

In this same brochure, Titus, former Chief Superintendent of Schools, describes the work and relationship of the

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<sup>1</sup>A brochure prepared jointly by the Helping Teachers' Association, The Saskatchewan Teachers' Federation, and the Saskatchewan Department of Education, The Helping Teacher In Saskatchewan (published by the Saskatchewan Teachers' Federation, 1959), p. 4.





helping teachers as follows:

The helping teacher should be thought of as a person who brings to the supervisory programmes a working relationship with teachers somewhat freer than is possible even for the most kindly superintendent. The superintendent has manifold interests and responsibilities involving teachers, ratepayers, schoolboards, and the Department of Education. He is often under necessity of presenting a formal evaluative report on the work of the teacher. The helping teachers are entirely relieved of the responsibility of formal evaluation of a teacher's work. Between teacher and helping teachers there should be an atmosphere of mutual confidence and respect conducive to a calm consideration of the needs of pupils. The professional interests and responsibilities of helping teachers are completely confined to improvement in the methods and materials of instruction and to problems of classroom management. Their function is that of co-workers with teachers individually or in groups. They are freed from the routine responsibilities of a particular classroom and so can bring to teachers with whom they work suggestions gathered from discussions with other teachers and observation of their methods.<sup>2</sup>

In 1963, The Saskatchewan Helping Teachers' Association became known as The Saskatchewan Association of Supervisory Assistants and prepared a Handbook for Supervisory Assistants which was a revision of the original brochure. The status committee defined the desirable qualifications of a supervisory assistant as a teacher holding a professional certificate, having superior ability as a teacher, having training in the theory and practice of supervision, and having competence in giving leadership in curriculum building and in community educational activities.

In this 1963 Handbook, Bergstrom, former Assistant

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<sup>2</sup>Ibid., pp. 7-8.





Deputy Minister of Education states:

The older and relatively simple tasks of providing literacy has become a highly complex function requiring not only adequate pre-service training for teachers, but also a continuing in-service programme for professional advancement. This is the fundamental purpose of a supervisory service designed to enable teachers both to make most effectual use of their professional training and to develop their maximum potential as professional practitioners in education. The supervisory assistant's role is that of a skilled staff leader, consultant, and advisor among teachers within the school system.<sup>3</sup>

The problem of competent and adequate supervision in larger units of administration in Saskatchewan was investigated by Ready in 1961. A major recommendation of this study was:

No one superintendent can possibly carry out all of the significant tasks of the superintendency without some help. The need for locally-employed assistants to the superintendent should be carefully considered by those Unit Boards which have provided no such help.<sup>4</sup>

During recent years there has been a general trend for Unit Boards to employ an increasing number of supervisory assistants. In the Annual Report of the Department of Education for 1957-58, the Chief Superintendent of Schools reported a total of 32 helping teachers and teacher librarians. The official report from the Department of Education for 1964-65, indicated a total of 83 supervisory assistants, special

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<sup>3</sup>The Status Committee, 1963 Handbook For Supervisory Assistants (published by the Saskatchewan Association for Supervisory Assistants, 1963), pp. 2-3.

<sup>4</sup>L. M. Ready, "Preparation Needs of Superintendents in Large Administrative Units in Saskatchewan" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1961), p. 152.



subject consultants, and librarians.

There seems to exist a considerable amount of misunderstanding in the province on the specific duties and relationship of the supervisory assistants. It is important that the role of the supervisory assistant be clearly understood if the teachers and students are to profit from this additional supervisory service.

## II. THE PROBLEM

The purpose of this study was to analyze the role of the supervisory assistant in large administrative units in Saskatchewan. This analysis was based on the expectations held by superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen for the role of a supervisory assistant. Fundamentally, the study was concerned with (1) identifying the supervisory and administrative services that should be performed by the supervisory assistant if the school system is to operate efficiently, and (2) investigating the relationship that the supervisory assistant should have with other personnel in the large unit of administration.

### Statement of the Sub-Problems

1. What are the expectations of superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen for the behavior of the supervisory assistant with





regard to:

- (a) instructional leadership?
- (b) selection and management of staff personnel?
- (c) administration of pupil personnel?
- (d) school-community leadership?
- (e) administrative organization and structure?
- (f) administrative and professional relationships?

2. To what extent is there agreement or disagreement on expectations within each of the above alter groups and also to what extent is there agreement or disagreement among the above alter groups?

3. Do the expectations of teachers for the role of the supervisory assistant differ significantly with respect to:

- (a) length of teaching experience?
- (b) grade level being taught?

### III. NEED FOR THE STUDY

The emphasis today is on more and better education; excellence in education comes through excellence in teaching. Supervision is regarded as the essential process in accomplishing better teaching-learning situations in the classrooms of the school system. It is a complex process and is the product and responsibility of many educational personnel.

Traditionally, the provincially appointed superintendent of schools was responsible for and administered the program of



instructional supervision. Today, however, because of increased administrative responsibilities in a more complex school system, and because of the implementation of a more specialized and individualized learning program in the province, the superintendent is unable to provide all of the desired supervisory services. Both time and capacity of the individual are limiting factors which make it impossible for one person to provide the in-service education and consultative services considered necessary for quality education.

To meet the changing educational needs, supervisory assistants are employed by Unit Boards to assist the superintendent with the supervisory program. The effectiveness of this additional supervisory service will depend upon the extent of agreement that exists among the superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen, with regard to the role of a supervisory assistant. It is important to have adequate information about the expectations of the various alter groups as to what are the duties and responsibilities of the supervisory assistant to the superintendent, the principal, the teacher, and the Unit Board, if the school system is to operate effectively. The supervisory assistant needs accurate information as to what supervisory services are considered most desirable by teachers of varying experience, and by teachers of different grade levels.

This study was an attempt to identify the supervisory





and administrative services that should be performed by a supervisory assistant. It was assumed that the effectiveness of the supervisory program depended upon good working relationships, upon a clarification of expectations, and upon a more careful definition of the role of the supervisory assistant.

#### IV. DEFINITION OF TERMS

This section provides a definition of terms as used in the development of the study.

1. Superintendent. A superintendent is a provincially appointed educational official in Saskatchewan, who has been assigned to a larger unit of administration to give educational leadership and to exercise general supervision over the work of schools and teachers.

2. Supervisory Assistant. A supervisory assistant is a locally-employed person of the Unit Board, whose duties involve assistance to the provincially appointed superintendent.

3. Principal. The principal is the head teacher who is responsible for the organization and general discipline of the school.

4. Supervisory Services. Supervisory services are defined as all functions performed by the supervisory assistant which are directed toward two general purposes:

(a) improving the quality of the school's program,



(b) improving the quality of teaching.

5. A position. A position is the location of an actor or class of actors in a system of social relationships.

6. A role. A role is a set of expectations . . . . It is a set of evaluative standards applied to an incumbent of a particular position.<sup>5</sup>

7. Expectations. Expectations are evaluative standards of behavior applied to an incumbent of a position. These standards may be applied by the incumbent of the position or by the incumbents of other positions within or without the organization.

8. Alter group. An alter group is a group which holds expectations for the behavior of an incumbent of a position.

9. Role conflict. A role conflict refers to incompatible expectations for the behavior of an incumbent of a position. Role conflict is of two types:

- (a) inter-group conflict which is characterized by incompatibility in expectations of members of two or more alter groups;
- (b) intra-group conflict which is characterized by incompatibility in expectations of members of one group.

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<sup>5</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 60.





10. Consensus. Consensus refers to the extent of agreement on expectations. Variations in intra-position consensus may occur among members of an alter group, and variations in inter-position consensus may occur between members of two or more alter groups.

## V. DELIMITATIONS OF THE STUDY

This study is limited to the analyzing of expectations for the behavior of supervisory assistants who are employed in larger units of administration in Saskatchewan. The exclusion of non-unit supervisory assistants is justified in the belief that the leadership role of supervisory assistants in larger units differs from the role of non-unit supervisory assistants with respect to the nature of supervision, facilities, financial resources, and the nature of problems.

## VI. LIMITATIONS OF THE STUDY

The closed type of questionnaire used to collect data in this study, may not have been comprehensive enough to include all of the desired supervisory and administrative services for the role of the supervisory assistant, resulting in forced responses to items, which possibly did not indicate the true expectations of the respondents.

A second limitation of the study relates to the nature of the alter groups used in the survey. Many of the



respondents had limited experience with the work of a supervisory assistant, so that their responses may have been based on snap judgments rather than based on crystallized opinions.

## VII. BASIC ASSUMPTIONS

It was assumed in this study that the respondents would be honest and frank in expressing their expectations for a supervisory assistant. It was also assumed that the devised questionnaire was an adequate instrument for determining the duties, responsibilities, and the administrative and professional relationships of the supervisory assistant.

## VIII. ORGANIZATION OF THE THESIS

This study has been organized and presented in the following manner:

Chapter II presents a review of literature pertaining to role theory, leadership, and administration functions of the supervisor.

Chapter III outlines the research design, which includes the preparation of the questionnaire and its distribution, the population used, the collection of data, and a brief account of statistical methods employed.

The next four chapters present an analysis of the expectations of superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen for the role of supervisory





assistant in the major task areas of "Instructional Leadership," "Staff and Pupil Personnel," "School-Community Leadership and Administrative Organization and Structure," and "Administrative and Professional Relationships."

In Chapter VIII, teaching experience and grade level taught are discussed as teacher variables with respect to supervisory services.

The final chapter presents a review of the problem, findings and implications, lists a number of recommendations, and suggests problems for further study.





## CHAPTER II

### REVIEW OF LITERATURE

This chapter presents a review of the literature which forms the theoretical basis of the study. Role theory and role conflict in a social system, role theory as it relates to leadership and administration, and the functions of a supervisor are briefly discussed. The information is organized and presented in the following order: role theory, leadership and role theory, role theory in administration, and the role of the supervisor.

#### I. ROLE THEORY

In recent years, much of the research in educational administration has been related to role theory. Many attempts have been made to use a theory of human behavior in research studies on the positions and behavior of administrators. Gross, Mason, and McEachern report several Harvard studies on the role and expectations of the superintendent under the title of Explorations in Role Analysis. Their goal was "to forge a closer link between theoretical and empirical analyses concerned with the study of roles."<sup>1</sup>

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<sup>1</sup>Neal Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 3.



Chase reports a number of studies from which he concludes:

The administrator needs accurate information regarding the teachers' expectations as to what functions should be carried out by the school, who should carry out particular functions, and how the person or persons should perform these functions.<sup>2</sup>

Ferneau investigated the expectations for the consultant role as perceived by administrators and by consultants themselves. He concluded that the consultants and administrators must perceive each other as functioning according to their expectations if the consultation is to be effective.<sup>3</sup> Moyer supports this by stating that the principal, to be an effective leader, must be aware of the expectations and attitudes of his teachers. He suggests that a school administrator should use some system for determining what the expectations are as a first step toward unifying and modifying his own behavior and the expectations of subordinates.<sup>4</sup>

This study is based on the theory that the actual behavior of an incumbent of a position within a social organization is related to his own expectations and to the expectations of the alter groups with which he works. The theory is

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<sup>2</sup>Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, I:9 (April, 1954), p. 1.

<sup>3</sup>Elmer F. Ferneau, "Which Consultant?" Administrator's Notebook, II:8 (April, 1954)

<sup>4</sup>Donald C. Moyer, "Leadership That Teachers Want," Administrator's Notebook, III:7 (March, 1955)





best explained by the use of a model on social behavior as developed by Getzels and Guba.<sup>5</sup>

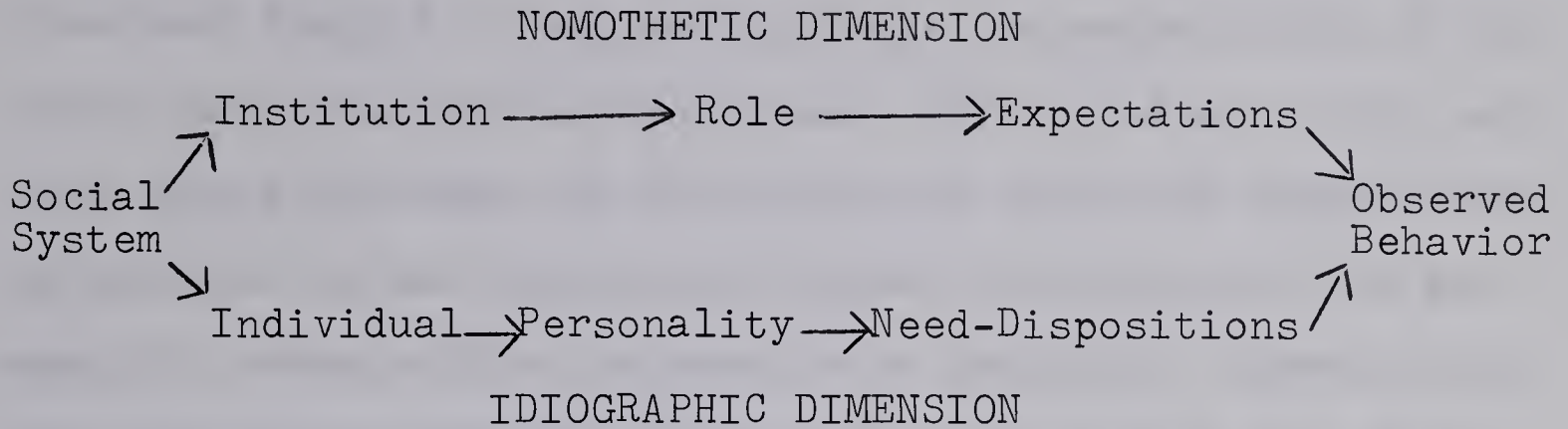


FIGURE 1

#### THE SOCIAL SYSTEM MODEL

The model in Figure 1 illustrates that within a social system there are two dimensions: the nomothetic or institutional dimension, and the idiographic or personal dimension. The social system expresses the culture patterns of the community and represents the consensus of opinion on the part of society's members as to how people should behave in particular situations. Institutions are the agencies of the community which carry out the essential functions of a social system. A school system is a social institution which has the function of achieving more or less agreed upon goals in the field of education. Within each institution there are a number of positions which must be occupied by people for whom certain roles and expectations are defined. The expected

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<sup>5</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), p. 429.





behavior of a person occupying a particular position is referred to as the incumbent's role. It describes what the incumbent "ought" to do, and includes the expectations of all those connected with the position. Difficulties or role conflict may arise when the definition of roles and expectations as outlined by the institution are at variance with the personality needs of the incumbent of a position. Expectations are evaluative standards applied to an incumbent of a position or by the incumbents of other positions within or without the organization. The nomothetic dimension consists of the roles or sets of expectations that will fulfill the goals of the institution.

The social system can also be thought of as consisting of individuals with their unique personalities as determined by their need-dispositions, which is the idiographic dimension. Consequently, the behavior of an individual within a social system is conceived as being a function of both his role and his personality.

Thus within the social system, there are two classes of phenomena which must be considered. The first of these consists of the roles and expectations that will fulfill the goals of the system, and the second consists of individuals with certain personalities and need-dispositions. Getzels and Guba postulate that the behavior of individuals within



the system is a function of the role and personality dimensions.<sup>6</sup>

## II. LEADERSHIP AND ROLE THEORY

The successful leader is one who can achieve the goals of an institution and still maintain a harmonious relationship with his group. Chase explains the complexity of this dual function as follows:

The role of leadership is compounded of the demands of the situation, the leader's own concept of his role, and the expectations of the group with regard to his role. When the expectations of the group are appropriate to the situation and coincide with the leader's own concept of his role, the opportunities for effective leadership are good. When such harmony does not exist, satisfactory performance of the leadership role is difficult, if not impossible.<sup>7</sup>

Role conflict occurs when there is a lack of consensus among the various groups and individuals who may hold expectations for the behavior of a particular incumbent. Each group may have a different set of expectations. Even within a group there may be inconsistent, incompatible, or mutually exclusive expectations. Being unable to conform realistically to all expectations, the leader will often be faced with having to choose between role expectations, or with attempting a compromise. Stogdill states that, "resolving role conflicts,

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<sup>6</sup>Ibid., p. 424.

<sup>7</sup>Chase, loc. cit.





both his own and those of others, appears to be one of the major challenges of leadership."<sup>8</sup>

The social behavior model developed by Getzels and Guba illustrates both the institutional and personal dimensions within a social system. The authors classify the leader who is concerned primarily with roles and expectations as being nomothetic; and the leader concerned with personalities as being idiographic. A transactional leader is described as one who is able to steer a course between both extremes. Getzels and Guba point out the importance of this administrative ability:

The unique task of administration, at least with respect to staff relations, is just this: to integrate the demands of the institution and the demands of the staff members in a way that it is at once organizationally productive and individually fulfilling.<sup>9</sup>

### III. ROLE THEORY IN ADMINISTRATION

Miklos reports that role theory has come to hold an important place in administration. He concludes that such a development was almost inevitable because school systems

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<sup>8</sup>R. M. Stogdill, E. L. Scott, and W. E. James, Leadership and Role Expectations (Columbus, Ohio: Ohio State University, 1956), p. 8.

<sup>9</sup>J. W. Getzels, and E. G. Guba, "Structure and Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, 29 (September, 1955), p. 40.





involve organizational behavior to which role theory can be applied.<sup>10</sup>

A school system might be referred to as a social institution to use sociological terms. The educational institution has the function of achieving certain commonly accepted goals. Each person in a school system occupies a specific position or specific positions and is related to other persons in other positions. Gross, Mason and McEachern hold the view that a position is a part of a network of positions, and that a position can be completely described only by describing the total system of positions, and relationships of which it is a part.<sup>11</sup> Thus, in applying role concepts to the school system, the role of an incumbent of a position is determined by the expectations which members of the system hold for each other, in the achievement of specific objectives.

Administration concerns itself with two things: (1) the survival and maintenance of the organization of which it is a part, and (2) directing the activities of people working within the organization in their various relationships as they seek to achieve the purposes of the organization. Reeves, Melsness and Cheal define administration as ". . . all those activities through which the goals of education are defined and which

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<sup>10</sup>E. Miklos, "Role Theory in Administration," The Canadian Administrator, III:2 (November, 1963), p. 28

<sup>11</sup>Gross et al., op. cit., pp. 49-50.



produce desired teaching-learning situations."<sup>12</sup> These authors divide the activities of administration into three areas related to the basic function and purpose of education: (1) defining goals and developing policies, (2) developing programs appropriate to the goals and policies, and (3) securing and managing the human and material resources necessary to implement the goals and purposes.

Parsons indicates three levels of organizational activity. One level is characterized by "technical" activities which relates specifically to the actual processes of teaching. The second level is called administration or the "managerial" level, which is the operational aspect of the organization. The third level of the organization joins the managerial level and the public authority, which can be called the "institutional" level.<sup>13</sup> School boards and various central governments exist at this level to make explicit the desires of the community, with respect to objectives and goals, and also the allocation of resources to enable the achievement of the goals of the organization.

Thus administration is one level of organization that is placed between the technical level and the institutional level.

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<sup>12</sup>Reeves, Melsness and Cheal, Educational Administration: The Role of the Teacher (Toronto: Macmillan Company of Canada, Ltd., 1962), p. 15.

<sup>13</sup>T. Parsons, "Some Ingredients of a General Theory of Formal Organization," Administrative Theory in Education, Midwest Administration Centre, University of Chicago, 1958, pp. 40-72.





Administrators might be considered as middlemen who, on one side, face professional technicians, and, on the other side, face representatives of the community.

Enns, in a rationale on supervision, distinguishes the supervisor from the administrators in terms of the kind of authority possessed by the supervisor. He states:

Most school systems are based on some variation of the line and staff organization. Line offices are those positions to which is delegated a measure of formal organizational authority . . . . Line officers are responsible for directing the work required to achieve the goals of the organization.<sup>14</sup>

He goes on to explain that specialists or staff officers perform the function of helping others who have line functions; that they are not directly responsible for getting the work of the organization done; nor are they granted any formal authority for directing the work of others. Thus specialist supervisors or consultants are classified as staff officers.

A further distinction of the supervisor's position in the administrative structure is made by Andrews who classifies supervisors as: generalist and specialist; resident or non-resident; high level, middle level, and low level.<sup>15</sup> Each can perform certain functions better than others because of certain qualifications or because of position within the organization. A

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<sup>14</sup>Frederick Enns, "Supervision: A Rationale," The Canadian Administrator, II:27 (April, 1963).

<sup>15</sup>J. H. M. Andrews, "Who Shall Supervise?" (lecture delivered at C. E. A. Short Course, May, 1960).





supervisor or consultant may be classed as a non-resident generalist at the low level of the organization.

It is clear from the above considerations that the supervisor is a specific kind of administrator facing only towards the technical level of the organization. Supervisors receive their working authority more in terms of their technical competence rather than from any position in the line and staff hierarchy of the organization. Their task is to improve the quality of instruction by working directly with teachers.

#### IV. THE ROLE OF THE SUPERVISOR

Wiles describes the supervisor's role as, "supporting, assisting, and sharing, rather than directing."<sup>16</sup> Supervision is defined as assistance in the development of a better teaching-learning situation and is a service activity that exists to help teachers to do their jobs better. The modern concept of supervision is centred in service to the teacher, not evaluation of the teacher. The titles, supervisor, consultant, co-ordinator, resource worker, and helping teacher, reflect a democratic form of supervision, which is based on fostering a friendly and respectful relationship with members of a cooperatively working team.

Enns outlines the four major functions of supervision as motivation, program development, consultation, and evaluation.

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<sup>16</sup>Kimball Wiles, Supervision For Better Schools (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1957), p. 9.



He describes the need for activities designed to motivate or stimulate teachers as follows:

Even well-qualified and efficient teachers selected for and placed in a system may lose some of their effectiveness through professional frustration, inappropriate assignment of duties or because of inept administration. Since it is a facilitating function, supervision should help to remove the obstacles to good teaching, and at the same time provide the stimulus for creative work. Hence, the motivation function is concerned with providing a challenging environment, with giving professional leadership, with job satisfaction and morale, and with teacher participation in formulating policies which will affect their own task performance.<sup>17</sup>

Program development is the second major function of supervision. The supervisor is a key person in the process of instructional improvement in that he works directly with teachers in curriculum development. Among the services rendered by supervisors to teachers in the improvement of curriculum are the following: (1) identifying the instructional problems; (2) arranging for in-service curriculum activities; (3) co-ordinating the efforts and activities of individuals and work groups; (4) securing consultants and resource specialists; (5) locating and providing instructional materials; and, (6) counselling individual teachers.

The third function of supervision is consultation which is usually equated with in-service education and may be carried on with individual teachers or with groups of teachers. The purposes of consultation are: (1) to assist teachers to

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<sup>17</sup>Enns, op. cit., p. 28.





keep informed and up-to-date on the latest developments in their field of study; (2) to help teachers to keep informed of research findings and developments in the technique of teaching; (3) to help teachers seek solutions to problems of teaching and learning; and, (4) to establish and maintain a professional forum for the communication, debate, and analysis of ideas which are of concern to educators. Leadership is the crucial quality for effective individual consultation. As Enns says:

The effectiveness of consultation depends largely upon the relationship between consultant and teacher. If the teacher is confident that he will be helped rather than judged when he comes with problems, he will be encouraged to do so. The consultant who rates teachers cannot hope to establish such rapport. Even when teachers consult with him, he may be viewed as an authority figure whose suggestions are taken as commands to be implemented regardless of how imperfectly understood or how inapplicable they may be.<sup>18</sup>

The fourth major function of supervision is evaluation, which includes the evaluation of the educative process in general, and also the evaluation of the teacher in particular. The function of the supervisor is to help teachers evaluate the school program offered and to suggest instructional materials and methods for the improvement of the teaching-learning process. The assessment of pupil progress, and the identification of the individual needs and abilities of pupils provides the necessary information for curriculum modification and program improvement. Judging how good the school system is, and

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<sup>18</sup>Ibid., p. 30.





how good the individual teachers are, is a necessary and incapable evaluative function of the supervisor. In its pure form, this is an inspectional function concerned with the improvement of instruction.

The role of the supervisor has been described as that of a staff officer working directly with teachers for the improvement of the teaching-learning situation. The four major functions of supervision were outlined as motivation, curriculum development, consultation, and evaluation. The supervisor motivates the teachers for improvement of instruction, consults with them on specific school problems, and offers leadership with in-service activities and curriculum projects. As a member of a cooperatively working team, the supervisor helps teachers to evaluate the school program and pupil needs, and together plan methods and procedures for more effective teaching and learning.

A supervisor may be any official leader, a superintendent, principal, or staff officer. Because of special abilities or position in the general organizational framework of the school system, some supervisors are more suited to perform certain supervisory functions than others. Housego aptly summarizes the functions of different supervisors as follows:

Recognizing that the functions of evaluation, motivation, and consultation cannot belong to one supervisor or another . . . that they overlap to a greater or lesser degree in the behavior of any given supervisor . . . it is suggested that the superintendent and his assistants should be chiefly responsible for the evaluation of instruction; the principal should be chiefly responsible



for motivating teachers to want to improve; the non-resident generalist or specialist supervisor should be chiefly responsible for the function of consultation . . . through in-service education programmes and the development of curriculum.<sup>19</sup>

Role theory was discussed in this chapter because of its significance to the present study, which deals with the role of a supervisory assistant. Role conflict was also reviewed since the study is based on the agreement and disagreement of expectations as held by superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen. Theories in leadership and administration were presented as important concepts to be considered in the role of a supervisor. The functions of supervision were briefly discussed for the purpose of providing background information for the study.

## V. SUMMARY

This chapter presented a review of literature on role theory and role conflict in a social system. A specific attempt was made to include literature which applied role theory and role conflict to the school system as a social institution. Role theory as related to concepts of leadership and administration formed the basis of discussion. Finally, the major functions of supervision were reviewed.

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<sup>19</sup>E. I. Housego, "The Supervision of Instruction as an Aspect of Educational Administration" (an address delivered to the Saskatchewan Association of Supervisory Assistants' Conference, April 3, 1964).







## CHAPTER III

### THE RESEARCH DESIGN

This chapter describes the nature and source of information used for the analysis of the role of the supervisory assistant. It deals with the preparation and pretest of the questionnaire, the selection of the population and sampling procedures used, and with the distribution of the questionnaires and collection of data. A brief explanation is given on the statistical method used in the analysis of the data.

#### I. PREPARATION OF THE QUESTIONNAIRE

The prepared questionnaire was of the closed type and consisted of fifty tasks which were considered as the important functions of the supervisory assistant. The questionnaire was based on the significant tasks as identified by Ready,<sup>1</sup> and also incorporated the supervisory activities used in Hrynyk's<sup>2</sup> questionnaire on supervisory needs. Additional statements were included to indicate the line and

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<sup>1</sup>L. M. Ready, "Preparation Needs of Superintendents in Large Administrative Units in Saskatchewan" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1961).

<sup>2</sup>N. L. Hrynyk, "Supervisory Needs: West Jasper Place Public Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).



staff relationships of the supervisory assistant to other personnel in the larger unit of administration.

This adapted questionnaire consisted of two sections. Section I was for the purpose of collecting required information on the respondent, such as age, position, experience, education, and other related details. Section II was a prepared instrument consisting of a comprehensive list of supervisory and administrative activities. The respondents were instructed to indicate which activity was in closest agreement with their expectations in defining the role of a supervisory assistant. The response was indicated on a scale consisting of the numbers 1, 2, 3, and 4, which corresponded to the terms highly significant, significant, slightly significant, and insignificant. The term highly significant was defined as a task which absolutely must be performed by the supervisory assistant if the school was to operate efficiently. Significant indicated that a task preferably should be performed; slightly significant meant that the task may or may not make a small contribution; and insignificant indicated a task which the supervisory assistant should not perform. Tasks marked as 1 or 2 were considered to be important tasks of the supervisory assistant, while tasks marked as 3 or 4 were considered to be unimportant. The questionnaire, which is included in Appendix C, contained six general areas: instructional leadership, staff personnel, pupil personnel, school-community leadership,





organization and structure, and administrative and professional relationships.

## II. PRETEST OF QUESTIONNAIRE

During the first two weeks in October, 1964, the questionnaire was completed by seven Unit Board members, two principals, two supervisory assistants, and sixteen teachers. A careful study of this pretest resulted in changing the form of four questions. There was a tendency for some of the respondents to choose only partial sections of the questions. This ambiguity was rectified by making each of the multiple questions into separate statements.

## III. LETTERS OF APPROVAL

On October 16, 1964, letters were sent to the Chief Superintendent of Schools, Department of Education, to the Executive Secretary of the Saskatchewan Trustees' Association, and to the Secretary-Treasurer of the Saskatchewan Teachers' Federation. In each case a copy of the thesis proposal and Questionnaire were enclosed to acquaint these groups with the nature of the study. Favourable replies were received from all groups. A copy of a letter requesting approval of the study is contained in Appendix A.

## IV. THE POPULATION AND SAMPLE

This study involved all school units in the province which had locally-employed supervisory assistants during the





school year of 1964-65. At that time there were thirty-four such school units, so that thirty-four superintendents, thirty-four supervisory assistants, thirty-four Unit Board chairmen, thirty-four principals, and two hundred seventy-two teachers were included in the survey. Table I shows some of the general information on the characteristics of the superintendents, supervisory assistants, principals, and teachers, who were included in the survey. The table indicates that the respondents represented a varied range of experience and professional training. Of the total sample of two hundred and forty-eight teachers, one hundred had five or less years of teaching experience and another one hundred teachers had ten or more years of experience. Only seven of the teachers included in the survey had four or more years of professional training. It is also interesting to note that fifty per cent of the supervisory assistants had only one year of experience in the supervisory position and that only ten out of a total of thirty-two supervisory assistants had one or more degrees.

Table II indicates similar information on the Unit Board chairmen. It appears that the majority of chairmen had less than grade twelve education and had served over seven years as a unit trustee.

## V. COLLECTION OF DATA

The investigator attended all of the fall Superintendents' Zone Conferences which were held in October, 1964, and



TABLE I  
CHARACTERISTICS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, AND TEACHERS

Characteristic		S. N:34	S.A. N:32	P. N:32	T. <sup>a</sup> N:248
Sex	Male	34	15	27	61
	Female	0	17	5	187
Age	Under 24	0	0	2	78
	25 - 35	1	9	12	48
	36 - 40	3	6	5	35
	41 - 46	2	5	6	22
	Over 46	28	12	7	65
University Education					
	1 year	-	-	-	101
	2 - 3 years	-	-	-	140
	One degree	-	6	19	5
	Two degrees	30	3	12	2
	Master's degree	4	1	0	0
Elementary Teaching Experience					
	1 - 5 years	13	3	6	100
	6 - 10 years	9	12	9	38
	Over 10 years	3	17	13	110
Secondary Teaching Experience					
	1 - 5 years	3	8	10	0
	6 - 10 years	9	1	2	0
	Over 10 years	18	2	8	0
Experience in Present Position (as Superintendent, Supervisory Assistant, or Principal)					
	1 year	5	16	7	
	2 - 5 years	5	6	9	
	6 - 10 years	6	6	8	
	Over 10 years	18	4	8	

<sup>a</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals;  
T: Teachers.





TABLE II  
CHARACTERISTICS OF UNIT BOARD CHAIRMEN

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Sex					
Male	28				
Female	2				
Formal Education:					
Less than grade 12	26				
Complete grade 12	1				
University degree	3				
<hr/>					
Number years of experience as:	Under 2	2 - 3	4 - 5	6 - 7	Over 7
<hr/>					
Unit Trustee	1	2	1	4	22
Unit Board Chairman	5	6	3	6	10
Trustee other than Unit	4	2	1	0	23
<hr/> <hr/>					

had the opportunity to meet all of the superintendents. At this time the investigator explained the nature of the study, and administered the questionnaire to all superintendents of the larger units having locally-employed supervisory assistants. Instructions were given to the superintendents on the method of distributing and administering the questionnaire to the required respondents in the respective units. From each school unit, a principal was chosen at random from any elementary school having five or more elementary teachers. Similarly, from each school unit, eight elementary teachers



were selected at random, but one to represent each grade. The schools from which the teachers were selected had five or more elementary teachers. Random sampling was obtained by the drawing of names from an eligible list of principals and teachers.

Large envelopes containing written instructions, questionnaires, and small plain envelopes, were handed to the superintendents. In all cases, instructions were given that each respondent, upon completing the questionnaire was to place it in a plain envelope and seal it. These envelopes were then collected by the superintendent and mailed in a plain sealed envelope to the investigator. The respondents were assured that the data obtained from the questionnaire would be kept confidential as to source.

Table III indicates that the returns were very satisfactory, namely 100 per cent of the superintendents, 94 per cent of the supervisory assistants and principals, 91 per cent of the teachers, and 89 per cent of the Unit Board chairmen.

## VI. ANALYSIS OF DATA

The responses of the various reference groups were tabulated in raw scores and percentages, and then ranked in order of importance. An examination of the rank and percentage score made it possible to select the expectations which were considered to be important by each of the reference groups. Table XXXIII and Table XXXIV in Appendix D, present





TABLE III  
NUMBER OF RESPONDENTS INCLUDED IN THE STUDY  
AND PERCENTAGE OF QUESTIONNAIRE RETURNS

Respondents	Number Included	Number Returned	Percentage Return
Superintendents	34	34	100
Supervisory Assistants	34	32	94
Principals	34	32	94
Teachers	272	248	91
Unit Board Chairmen	34	30	89

the rank order of the highest and lowest expectation items as indicated by the responses of the alter groups.

The chi-square test of independence was used on all individual items to distinguish whether there were any significant differences between the responses of the alter groups. The test provided a measure of the discrepancy between the observed frequencies and those expected on the basis of independence. In this test, the null hypothesis of independence was used, which simply states that there is no significant difference between the distributions under consideration, and that any observed differences occurred merely by chance. Results were tested at the .05 and .01 levels of significance. When differences were found to be significant,





the null hypothesis of independence was rejected, indicating a lack of consensus between the groups considered.

The method used was that of first applying the chi-square test of independence to the responses of the administrator group, which consisted of the superintendent, the supervisory assistant, the principal, and the chairman. Then the chi-square test of independence was applied to the combined responses of the administrator group and those of the teacher group on all individual items by means of fourfold contingency tables. In addition, the coefficient of concordance  $W$ , was calculated to measure the amount of agreement that existed among the alter groups with regard to the ranking of all of the expectations in order of importance.

To distinguish whether there was general agreement within the groups or intra-group conflict, all of the items were categorized into percentage groups so as to indicate the central tendencies and variability of the distributions. For this purpose, tables were constructed and divided into five categories to permit the placement of the expectation items on a continuum of consensus to establish a trend from the greatest consensus (category 1) to the least consensus (category 5).

The statistical procedures indicated above were repeated for all six areas under study. Finally, all of the items in the questionnaire were tabulated in percentages and ranked in order of importance. This procedure designated the



areas considered to be most important for the role of a supervisory assistant, and also indicated the most important and the least important expectations.

## VII. SUMMARY

A questionnaire was prepared to obtain data with respect to expectations held for the role of supervisory assistant. The respondents consisted of superintendents, supervisory assistants, principals, teachers and Unit Board chairmen. The questionnaire was administered by the investigator to the superintendents, who then administered the questionnaire to the required respondents in their respective school units. The percentage of return was high. Chi-square tests were used to indicate the extent of agreement among the respondents in the ranking of the expectations. Intra-group conflict was indicated by categorizing the items on a continuum of relative consensus. Finally, all items were ranked in order of importance, to indicate areas and expectations considered most important. Table XXXV in Appendix D shows the importance of task areas according to the highest ranking of expectations.





## CHAPTER IV

### INSTRUCTIONAL LEADERSHIP

This chapter presents an analysis of the responses of superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen to the first twenty items of the questionnaire which dealt with "Instructional Leadership." The analysis of the data is presented in three sections: inter-position consensus, inter-group conflict, and intra-group conflict.

#### I. INTER-POSITION CONSENSUS

##### Expectations for Instructional Leadership

Table IV presents the calculated chi-square values for each of the twenty items in the questionnaire pertaining to instructional leadership. There was no significant difference noted among the alter groups on response distributions for eight of the items. Table V presents the percentage and rank on the importance of each item in the task area pertaining to instructional leadership. The percentage is based on the number of responses of each alter group indicating that the tasks were important and should be performed by the supervisory assistant. The rank refers to the placement of the items in order of importance as expressed by percentage of responses. A study of the responses indicates that items



TABLE IV  
CHI-SQUARE VALUES FOR ITEMS ON INSTRUCTIONAL LEADERSHIP

Item Number	Value of Chi-Square		Significance Level	
1	*(a) 5.16	*(b) 1.64	(a) NS	(b) NS
2	(a) 0.69	(b) 4.60	(a) NS	(b) NS
3	(a) 3.95	(b) 0.61	(a) NS	(b) NS
4	(a) 1.88	(b) 0.05	(a) NS	(b) NS
5	(a) 11.69	(b) 1.64	(a) .01	(b) NS
6	(a) 4.42	(b) 0.53	(a) NS	(b) NS
7	(a) 5.44	(b) 1.26	(a) NS	(b) NS
8	(a) 10.23	(b) 22.16	(a) .05	(b) .001
9	(a) 22.40	(b) 9.09	(a) .001	(b) .05
10	(a) 7.48	(b) 1.83	(a) NS	(b) NS
11	(a) 34.14	(b) 2.87	(a) .001	(b) NS
12	(a) 9.00	(b) 1.34	(a) .05	(b) NS
13	(a) 9.06	(b) 1.66	(a) .05	(b) NS
14	(a) 11.78	(b) 1.88	(a) .01	(b) NS
15	(a) 7.07	(b) 11.25	(a) NS	(b) .05
16	(a) 7.36	(b) 0.13	(a) NS	(b) NS
17	(a) 14.17	(b) 3.15	(a) .01	(b) NS
18	(a) 7.64	(b) 8.99	(a) NS	(b) .05
19	(a) 8.82	(b) 0.02	(a) .05	(b) NS
20	(a) 43.01	(b) 47.02	(a) .001	(b) .001

\*(a) Chi-square values for responses of administrative group  
(superintendents, supervisory assistants, principals,  
chairmen)

\*(b) Chi-square values for responses of teachers and combined  
administrative group.

Coefficient of Concordance W for Instructional Leadership= 69.35



TABLE V

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN  
WITH REGARD TO INSTRUCTIONAL LEADERSHIP

Item Number and Content	Percentage and Rank on Importance of Response <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
1 Keeping abreast of current thinking and research findings on curriculum	94% ( 3.5)	100% ( 3)	97% ( 1.5)	97% ( 1)	87% ( 4)
2 Helping teachers to develop an understanding of curriculum objectives	94 ( 3.5)	97 ( 7)	97 ( 1.5)	89 ( 4)	93 ( 1.5)
3 Providing for a program of educational diagnosis to discover the strengths and weakness of pupils	88 ( 8.5)	100 ( 3)	91 ( 4)	87 ( 5)	80 ( 7)
4 Helping teachers to develop a program of remedial work for slow learners and of enrichment for superior learners	88 ( 8.5)	97 ( 7)	94 ( 3)	93 ( 3)	93 ( 1.5)
6 Consulting with individual teachers or groups of teachers on specific school problems	91 ( 6.5)	94 (10.5)	82 ( 7.5)	84 ( 6)	80 ( 7)
7 Encouraging local initiative in modifying and adapting the curriculum	44 (16)	78 (15)	59 (15)	64 (15)	53 (17.5)





TABLE V (CONTINUED)

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN  
WITH REGARD TO INSTRUCTIONAL LEADERSHIP

Item Number and Content	<u>Percentage and Rank on Importance of Responses</u>			
	S. (R)	S.A. (R)	P. (R)	T (R) C. (R)
10 Assisting with the orientation of the new or inexperienced teachers in the classroom or school	94% ( 3.5)	100% ( 3)	82% ( 7.5)	93% ( 2) 87% ( 4)
16 Providing leadership in planning research activities based on instructional problems in the classroom	53 (14.5)	85 (13)	69 (12)	72 (13.5) 74 (10)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendent; S.A.: Supervisory Assistant; P: Principal; T: Teacher; C: Chairmen.



1, 2, 3, 4, 6, and 10 were considered as most important by all groups of respondents.

Response to items 1 and 2, suggests that the supervisory assistant is expected to keep abreast of curriculum developments and to help teachers develop an understanding of curriculum objectives. Approximately 90 per cent of all respondents favoured these expectations.

From the favourable responses for items 3 and 4, it would appear that providing a program of educational diagnosis and assisting teachers with remedial and enrichment procedures, are two important functions expected of the supervisory assistant. A consensus of over 80 per cent was expressed by all respondent groups.

All groups were in agreement with item 6, which suggests that the supervisory assistant should consult with individual teachers and groups of teachers on specific school problems. This expectation was favoured by over 80 per cent of the principals, teachers, and chairmen, and by more than 90 per cent of the superintendents and supervisory assistants.

Item 10, which pertains to the orientation of the new or inexperienced teacher, was also considered to be an important service to be performed by the supervisory assistant. Table V shows that the superintendents, the supervisory assistants, and the teachers responded over 90 per cent in agreement, and the principals and chairmen responded with more than 80 per cent approval for this supervisory service.







Although Table IV does not indicate any significant difference for items 7 and 16, both items were not highly favoured by the superintendent group. Item 7, which pertains to encouraging local initiative in modifying and adapting the curriculum, was favoured by 78 per cent of the supervisory assistants, but was supported by only 44 per cent of the superintendents. Similarly on item 16, "providing leadership in planning research activities based on instructional problems in the classroom," approximately 70 per cent of the teachers, principals, and chairmen, and 85 per cent of the supervisory assistants favoured this service, whereas only 53 per cent of the superintendents expressed approval.

It would appear from the ranking of responses as indicated in Table V, that the highest inter-position consensus was on expectation items related to curriculum development, diagnostic programs, remedial and enrichment procedures, consultation, and to the orientation of new or inexperienced teachers. The superintendents, principals, and chairmen considered items 1 and 2, which pertain to curriculum development and curriculum objectives, as being most important, whereas the supervisory assistants and teachers considered items 1 and 10 to be the most worthwhile services that should be performed by a supervisory assistant. Item 10, which pertains to the orientation of new or inexperienced teachers, was favoured by 100 per cent of the supervisory assistants, and approved by 94 per cent of the teachers and superintendents.



## II. INTER-GROUP CONFLICT

Calculated chi-square values in Table IV indicated several significant differences among the responses of alter groups. The 5 per cent level of confidence was taken as the point of significance. Table VI lists items pertaining to program development which involve inter-group conflict.

On item 5, the chi-square test indicated a significant difference in the response of the alter groups at the .01 level. The superintendents and chairmen were not inclined to favour this item, which suggested that supervisory assistants should encourage Boards to provide materials and equipment for schools, whereas the other three groups of respondents supported this expectation strongly. Ninety-seven per cent of the supervisory assistants and 84 per cent of the principals and teachers responded in agreement, but only 64 per cent of the superintendents and 70 per cent of the chairmen favoured this item.

Unit Board chairmen were not in agreement with the other groups with respect to item 11, "to give leadership in the development of in-service projects." Only 46 per cent of the chairmen considered this to be an important task, whereas 97 per cent of the superintendents were in agreement that this item was the most important function expected of a supervisory assistant. This item was also favoured by 94 per cent of the





TABLE VI  
EXPECTATION ITEMS PERTAINING TO PROGRAM DEVELOPMENT  
WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
5 Encouraging the Board, through the superintendent, to provide materials and equipment for the instructional program	64% (13)	97% ( 7)	84% ( 5.5)	84% ( 6)	70% (13.5)
11 To give leadership and assist in the development of in-service projects of the school or Unit	97 ( 1)	94 (10.5)	84 ( 5.5)	73 (11.5)	46 (19)
17 Encouraging active participation of teachers in educational workshops	85 (10)	100 ( 3)	66 (13)	73 (11.5)	74 (10)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.





supervisory assistants, 84 per cent of the principals, and 73 per cent of the teachers.

Item 17, "encouraging active participation of teachers in educational workshops," was considered important by all groups except the principals. Only 66 per cent of the principals responded in agreement, whereas 100 per cent of the superintendents, and over 70 per cent of the teachers and chairmen favoured the expectation.

Table VII presents seven items related to improving the quality of instruction upon which the alter groups were in disagreement. Only 43 per cent of the principals and teachers considered item 8, "the motivation of teachers," to be an important task of the supervisory assistant. . Approximately 70 per cent of the other three groups favoured this expectation resulting in a lack of consensus among the groups.

Item 9, which relates to assisting principals to assume leadership, was favoured by 84 per cent of the supervisory assistants, but only 29 per cent of the superintendents, 35 per cent of the teachers, 43 per cent of the chairmen, and 46 per cent of the principals considered this to be an important expectation.

Although item 12 has a chi-square value indicating a significant difference at the .05 level, the expectation of encouraging teachers to use a variety of instructional methods, was considered to be an important task by all groups. However, only 73 per cent of the chairmen favoured this item in





TABLE VII  
EXPECTATION ITEMS PERTAINING TO IMPROVING THE QUALITY  
OF INSTRUCTION WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
8 Motivating the work of the teaching staff	79% (12)	72% (17)	43% (19)	43% (19)	67% (15)
9 Assisting principals to assume leadership	29 (18.5)	84 (14)	46 (18)	35 (20)	43 (20)
12 Encouraging teachers to use a variety of instructional methods	94 ( 3.5)	94 (10.5)	75 ( 9.5)	79 ( 9)	73 (12)
13 Assist in providing scheduled demonstration teaching throughout the year	35 (17)	59 (19)	62 (14)	63 (16)	70 (13.5)
14 Arranging intervisitation for those teachers needing help not provided by scheduled demonstrations	29 (18.5)	72 (17)	53 (16)	60 (17)	60 (16)
15 Encouraging teachers to take courses to improve their professional competence	53 (14.5)	72 (17)	47 (17)	45 (18)	74 (10)
19 Improving instruction through visiting classrooms and conferring with teachers	82 (11)	100 ( 3)	75 ( 9.5)	84 ( 6)	80 ( 7)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principal; T: Teachers; C: Chairmen.





comparison to 94 per cent of the superintendents and supervisory assistants.

Chi-square values in Table IV indicated significant differences for items 13 and 14 at the .05 and .01 levels. Seventy per cent of the chairmen compared to 35 per cent of the superintendents favoured the expectation item 13, which deals with scheduled demonstration teaching. Item 14, "arranging for intervisitation of teachers," was favoured by 72 per cent of the supervisory assistants, but considered important by only 29 per cent of the superintendents. For both items, the principals and teachers showed no strong preference with responses in the category of 50 - 60 per cent.

The supervisory assistants and chairmen appeared to favour item 15 more strongly than the other alter groups. Encouraging teachers to take courses to improve their professional competence, was not considered to be an important task of a supervisory assistant by the superintendents, principals, and teachers. Over 70 per cent of the supervisory assistants and chairmen favoured this item in comparison to approximately 50 per cent of the superintendents, teachers, and principals.

Some lack of consensus among groups was evident on item 19, which pertains to the improvement of instruction through classroom visitation. Although considered to be an important expectation by all groups, only 75 per cent of the principals supported this item in contrast to 100 per cent of the super-



visory assistants and over 80 per cent of the other three groups.

Table VIII presents items pertaining to evaluation of classroom performance with inter-group conflict. Item 18, "encouraging teachers to evaluate their own classroom performance," was strongly supported by the superintendents, supervisory assistants, and chairmen, but only 72 per cent of the teachers and principals favoured this supervisory task.

Item 20, which pertains to evaluating the work of teachers and reporting regularly to the Board, showed the greatest amount of disagreement. The teachers and chairmen disagreed strongly with the other groups. Seventy-eight per cent of the teachers and 53 per cent of the chairmen responded in favour of this item, whereas only 9 per cent of the supervisory assistants, 3 per cent of the principals, and none of the superintendents considered that evaluation and reporting on teachers was a function of the supervisory assistant.

Table IV shows that the coefficient of concordance  $W$  for "Instructional Leadership" was 69.35 which indicates a high agreement among the alter groups with respect to the ranking of the items.

### III. INTRA-GROUP CONFLICT

Table IX indicates the variability of expectations of the five alter groups. It is designed to indicate the relative amount of agreement or disagreement within each of the groups





TABLE VIII

EXPECTATION ITEMS PERTAINING TO EVALUATION OF CLASSROOM  
PERFORMANCE WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
18 Encouraging teachers to evaluate their own classroom performance	91% ( 6.5)	94% (10.5)	72% (11)	72% (13.5)	87% ( 4)
20 Evaluating the work of teachers and reporting regularly to the board	0 (20)	9 (20)	3 (20)	78 (10)	53 (17.5)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.





TABLE IX  
RELATIVE INTRA-GROUP CONFLICT PERTAINING  
TO EXPECTATION ITEMS OF INSTRUCTIONAL LEADERSHIP

Importance of Items in Percentage of Responses						
Percent	Category	S. N:34	S.A. N:32	P. N:32	T. N:248	C. <sup>a</sup> N:30
100-90%	1	1, 2, 6, 10 11, 12, 18, 20	1, 2, 3, 4, 5, 6, 10, 11, 12, 17, 18, 19, 20	1, 2, 3, 4, 20	1, 4, 10	2, 4,
89-80	2	3, 4, 17, 10	9, 16	5, 6, 10, 11	2, 3, 5, 6, 19	1, 3, 6, 10, 18, 19
79-70	3	8, 9, 14	7, 8, 14, 15	12, 18, 19	11, 12, 16, 17, 18, 20	5, 12, 13, 15, 16, 17
69-60	4	5, 13		13, 16, 17	7, 9, 13, 14	8, 14
59-50	5	7, 15, 16	13	7, 8, 9, 14, 15	8, 15	7, 9, 11, 20

<sup>a</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



and thus give a measure of intra-group conflict. For this purpose the table is divided into five categories to permit the placing of expectations on a continuum of consensus to establish a trend from greatest consensus (category 1) to least consensus (category 5).

Of the twenty items in the area pertaining to instructional leadership, 90 - 100 per cent of the thirty-four superintendents were in agreement on the importance of eight items, and 70 - 89 per cent agreed on the importance of another seven items. The least consensus was on expectation items 7, 15, and 16, which were placed in category 5 with an agreement of only 50 - 59 per cent.

Thus, for item 11, 97 per cent of the superintendents strongly agreed that the supervisory assistant should give leadership in the development of in-service projects, whereas, on item 15, only 53 per cent of the superintendents were in agreement with respect to the expectation that supervisory assistants should encourage teachers to improve their professional competence.

Item 10, which suggests that the supervisory assistant should assist with the orientation of new or inexperienced teachers, was also placed high on the continuum of consensus. Ninety-four per cent of the superintendents were in agreement on this item.

Item 7, which concerns local modification of the curriculum, was placed low in the continuum with only 44 per





cent of the superintendents favouring the expectation. Similarly, a lack of agreement within the superintendent group was evident with respect to item 16, in which only 53 per cent of the superintendents favoured the expectation related to the planning of research activities based on instructional problems in the classroom.

The supervisory assistants showed the least amount of intra-group conflict, having thirteen items in category 1, and only one item in category 5. Thus in general, the supervisory assistants were high in agreement with respect to the expectation items of instructional leadership. The only exception was item 13, in which only 59 per cent of the supervisory assistants were in agreement on the expectation concerning demonstration teaching.

The principals appeared to lack most in agreement of expectations, having three to five responses in each category. The implication might be that the principal and supervisory assistant have conflicting roles. On items 1 and 2, the principals were in 97 per cent agreement that the supervisory assistant should keep abreast of research on curriculum developments and should help teachers understand curriculum objectives. On items 8 and 9, which relate to staff motivation and assisting with leadership, only 43 per cent of the principals were in agreement on item 8, and 46 per cent were agreed on item 9.



The teachers and chairmen showed a somewhat less distinct pattern in the distribution of responses, with the majority of expectation items being placed in the middle categories, which might indicate a good degree of uncertainty and disagreement as to the role of a supervisory assistant. The teachers showed the highest agreement on item 1, which concerns curriculum research, with an agreement of 97 per cent, whereas, the chairmen ranked item 2 the highest, with an agreement of 93 per cent that teachers should be informed on curriculum objectives. Both groups showed the least intra-group consensus on item 9, which pertains to assisting principals with leadership. The teachers expressed only 35 per cent agreement and the chairmen were 43 per cent in favour of the item.

#### IV. SUMMARY

The analysis of the expectations for the role of supervisory assistant in the area of "Instructional Leadership," indicated a strong consensus by all groups on several significant items. The supervisory assistant was expected to be knowledgeable on curriculum matters and help teachers understand curriculum objectives, provide a program of educational diagnosis and assist teachers with remedial and enrichment procedures, consult with teachers on specific school problems, and assist with the orientation of new teachers.

With respect to demonstration teaching and intervisitation of teachers, expectations differed significantly; the





chairmen and supervisory assistants favoured these services while the superintendents opposed them. The principals and teachers showed no strong preference for either service.

A somewhat unpredicted inter-group conflict became evident in the expectation concerning the evaluation and reporting on teachers. The chairmen and teachers favoured this item, whereas the other alter groups were most forcefully opposed to it.

For most items, the superintendents and supervisory assistants indicated less intra-group conflict than the other groups. The principals lacked considerably in consensus as a group, but the teachers and chairmen appeared to indicate the most uncertainty and general disagreement as to the role of a supervisory assistant.





## CHAPTER V

### STAFF AND PUPIL PERSONNEL

This chapter considers two areas of the questionnaire. Items 21 - 24 deal with "Staff Personnel," and items 25 - 29 deal with "Pupil Personnel". The analysis of the data is presented in three sections: inter-position consensus, inter-group conflict, and intra-group conflict.

#### I. INTER-POSITION CONSENSUS

##### Expectations for Staff and Pupil Personnel

Table X presents the chi-square values for items 21 - 29 of the questionnaire which concerns the areas of "Staff and Pupil Personnel". The responses for two items in each area indicated a significant difference in the expectations held by the alter groups. Table XI and Table XII compare the expectations of the respondent groups in terms of percentage and rank on the importance of the items related to staff and pupil personnel.

With regard to "Staff Personnel," the data in Table XI show that all groups were unanimous in their disapproval of all expectations which might indicate a managerial aspect to the role of a supervisory assistant. Item 22 "engaging of teaching personnel" was considered as the least important expectation by all groups. The teachers favoured this item



CHI-SQUARE VALUES FOR ITEMS OF STAFF AND  
PUPIL PERSONNEL

Item Number	Value of Chi-Square	Significance Level
<u>Staff Personnel</u>		
21	*(a) 27.31	.001
	*(b) 41.24	.001
22	(a) 2.16	NS
	(b) 4.09	NS
23	(a) 8.87	.01
	(b) 3.17	NS
24	(a) 6.01	NS
	(b) 5.59	NS
<u>Pupil Personnel</u>		
25	(a) 3.88	NS
	(b) 0.19	NS
26	(a) 6.21	NS
	(b) 4.99	NS
27	(a) 14.58	.01
	(b) 0.41	NS
28	(a) 7.01	NS
	(b) 0.01	NS
29	(a) 9.31	.05
	(b) 0.28	NS
*(a) Chi-square values for responses of administrator group. (superintendents, supervisory assistants, principals, chairmen)		
*(b) Chi-square values for responses of teachers and combined administrator group.		

Coefficient of Concordance W for Staff Personnel = 12.15  
 Coefficient of Concordance W for Pupil Personnel = 16.00





TABLE XI

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN  
WITH REGARD TO STAFF PERSONNEL

Item Number and Content	Percentage and Rank on Importance of Response <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
21 Assisting the Board and Superintendent to formulate satisfactory personnel policies	6% (3)	47% (2)	34% (2)	50% (1)	53% (1)
22 Engaging teaching personnel	3 (4)	9 (4)	9 (4)	16 (4)	13 (4)
23 To assist in placement of teachers	9 (2)	22 (3)	25 (3)	32 (3)	40 (3)
24 Promoting the general welfare of the staff	41 (1)	63 (1)	38 (1)	35 (2)	47 (2)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



TABLE XII

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN  
WITH REGARD TO PUPIL PERSONNEL

Item Number and Content	Percentage and Rank on Importance of Responses				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R)
25 Encouraging a system of pupil accounting	59% (4)	56% (5)	50% (5)	48% (5)	37% (5)
26 Encouraging measures for the orientation of beginning pupils	85 (2)	78 (3)	66 (3)	65 (3)	76 (2)
27 Assistance with counselling services	47 (5)	63 (4)	56 (4)	61 (4)	60 (3)
28 Helping with the assessment and interpretation of pupil growth	82 (3)	81 (2)	84 (1)	77 (2)	58 (4)
29 Assistance with the classification and grouping of pupils	97 (1)	94 (1)	78 (2)	85 (1)	77 (1)

with 16 per cent agreement, the chairmen with 13 per cent, the supervisory assistants and principals with 9 per cent, and only 3 per cent of the superintendents considered this item to be important.

Item 24, "promoting the general welfare of the staff," received a more generous approval by all groups, but still was not considered an important function expected of a supervisory assistant. The superintendents, principals, teachers, and





chairmen responded with approximately 40 per cent agreement, whereas the supervisory assistants were 63 per cent in agreement on this item. Item 21 and 23, which relate to personnel policies and placement of teachers, were not considered as important functions of the supervisory assistant.

In the area of "Pupil Personnel," items 26, 28, and 29, were considered as important expectations. Item 29, "assisting in the grouping and classification of pupils," was considered as the most important expectation, possibly because of the recently implemented Divisional system in the province. Over 90 per cent of the superintendents and supervisory assistants, and approximately 80 per cent of the principals, teachers, and chairmen favoured this expectation.

Next in importance was item 28, which dealt with systematic procedures for the assessment and interpretation of pupil growth. Approximately 80 per cent of all groups expressed agreement on this item, with the exception of the chairmen who were only 58 per cent in agreement.

Item 26, "assisting teachers and principals in providing measures for the orientation of beginning pupils," was considered highly important by the superintendents, supervisory assistants, and chairmen, but was considered only moderately important by the principals and teachers. This item was favoured by approximately 80 per cent of the superintendents, supervisory assistants, and chairmen, and by 65 per cent of the principals and teachers.





Item 25, which relates to maintaining a system of pupil accounting, and item 27, which pertains to counselling services, were not considered as important tasks to be performed by the supervisory assistant. Only 37 per cent of the chairmen and approximately 50 per cent of the superintendents, supervisory assistants, principals, and teachers were in agreement on item 25. Expectation item 27, was approved by over 60 per cent of the supervisory assistants, and teachers, but was favoured by only 47 per cent of the superintendents.

## II. INTER-GROUP CONFLICT

Chi-square values presented in Table X for the area of "Staff and Pupil Personnel," indicate several items on which there are significant differences large enough to result in some inter-group conflict. Table XIII lists the items which involve inter-group conflict with regard to "Staff Personnel," and Table XIV presents the items with inter-group conflict related to "Pupil Personnel".

Table X indicates a significant difference of .001 for item 21 and a significant difference of .01 for item 23. Table XIII presents the percentage of responses for these items, and shows that although all groups were not in favour of the supervisory assistant becoming involved in personnel policies and in the placement of teachers, the superintendent group was much more opposed to these expectations than was any other group. On item 21, which pertains to personnel policies,



TABLE XIII

EXPECTATION ITEMS PERTAINING TO STAFF PERSONNEL  
WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
21 Assisting the Board and Superintendent to formulate satisfactory personnel policies	6% (3)	47% (2)	34% (2)	50% (1)	53% (1)
23 To assist in the placement of teachers	9 (2)	22 (3)	25 (3)	32 (3)	40 (3)

TABLE XIV

EXPECTATION ITEMS PERTAINING TO PUPIL  
PERSONNEL WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>				
	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
27 Assisting teachers and principals to provide counselling services	47% (5)	63% (4)	56% (4)	61% (4)	60% (3)
29 To assist in the classification and grouping of pupils for more effective teaching and learning	97 (1)	94 (1)	78 (2)	85 (1)	77 (1)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.







approximately 50 per cent of the teachers and chairmen responded in favour of the item, whereas only 6 per cent of the superintendents considered this to be an important function of the supervisory assistant.

Similarly, on item 23, only 9 per cent of the superintendents felt that the supervisory assistant should assist in the placement of teachers, whereas 40 per cent of the chairmen, and approximately 25 per cent of the supervisory assistants, principals, and teachers favoured the item.

The calculated coefficient of concordance  $W$  for "Staff Personnel" was found to be significant at the .01 level, indicating high agreement in the ranking of expectations by all groups.

Table XIV presents two items pertaining to pupil personnel with inter-group conflict.

Item 29, which relates to the classification and grouping of pupils, was considered to be one of the most important services to be performed by a supervisory assistant. However, the chi-square value for this item indicated a significant difference at the .05 level, possibly because the superintendents, the supervisory assistants, and the teachers were so much more emphatic in their responses than were the principals and chairmen. Approximately 78 per cent of the principals and chairmen responded in agreement to this item in contrast to 97 per cent of the superintendents, 94 per cent of the supervisory assistants, and 85 per cent of the teachers.



Item 27 shows a significant difference at the .01 level indicating inter-group conflict. Over 60 per cent of the supervisory assistants, principals, and chairmen felt that the supervisory assistant should assist with counselling services, but only 47 per cent of the superintendents favoured this item.

The coefficient of concordance  $W$  for "Pupil Personnel" was calculated to be 16.00 which is an indication of high agreement among the alter groups with respect to the ranking of the items.

### III. INTRA-GROUP CONFLICT

Table XV categorizes the responses pertaining to "Staff and Pupil Personnel" so as to indicate the relative extent of agreement or disagreement within each of the alter groups.

The superintendents appeared to be in least agreement on items related to the welfare of the staff, pupil accounting, and counselling services. High consensus, however, was indicated on expectations pertaining to hiring and placement of teachers, staff policies, and the classification and grouping of pupils.

On item 24, which considers the welfare of the staff, only 41 per cent of the superintendents favoured the expectation, which indicates low agreement within the group.

On item 22, only 3 per cent of the superintendents favoured the expectation that the supervisory assistant





TABLE XV

RELATIVE INTRA-GROUP CONFLICT PERTAINING  
TO EXPECTATION ITEMS OF STAFF AND PUPIL PERSONNEL

Percent	Category	S. N:34	S.A. N:32	S. N:32	T. N:248	C. <sup>a</sup> N:30
100-90%	1	21, 22, 23, 29	22, 29	22		
89-80	2	26, 28	28,	28,	22, 29	22,
79-70	3		23, 26,	23, 29,	28,	26, 29
69-60	4	27,	24, 27,	21, 24, 26,	23, 24, 26, 27,	23, 25, 27
59-50	5	24, 25,	25, 21,	25, 27,	21, 25,	21, 24, 28

<sup>a</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers;  
C: Chairmen.





should engage teaching personnel, which indicates a high intra-group consensus. By implication, 97 per cent of the superintendents were in agreement that the hiring of teachers was not an important task for the supervisory assistant.

Item 29 also received a high degree of consensus. The superintendents were in 97 per cent agreement that the supervisory assistant should assist in the classification and grouping of pupils.

On items 25 and 27, the superintendents were low in consensus and appeared to be somewhat divided in their opinion as to whether these items were important or unimportant. Fifty-nine per cent favoured the expectation related to pupil accounting and 47 per cent of the superintendents favoured the expectation related to counselling services.

The supervisory assistants showed the least consensus on items 21, 24, 25, and 27, and were highest in agreement on items 22 and 29. On item 21, forty-seven per cent of the supervisory assistants favoured the expectation concerning personnel policies, which indicates a low consensus and divided opinions on the part of the supervisory assistants. Item 25, "maintaining a system of pupil accounting," was supported by only 56 per cent of the supervisory assistants, which clearly indicates a lack of intra-group consensus.

On items 22 and 29, the supervisory assistants were more than 90 per cent in agreement, indicating high consensus with



regard to the expectations concerning the hiring of teachers and classification of pupils.

On items 24 and 27, which relate to the welfare of the staff and counselling services, the supervisory assistants were only 63 per cent in agreement.

The principals, teachers, and chairmen showed the least amount of intra-group consensus and appeared somewhat divided and uncertain in their expectations for a supervisory assistant. Of the nine items considered in the area of "Staff and Pupil Personnel," the principals and teachers expressed an 80 - 100 per cent agreement on two items only, and the chairmen had only one item with more than 80 per cent agreement.

The principals had the lowest intra-group consensus on items 25 and 27. Fifty per cent of the principals were in agreement on item 25, which relates to pupil accounting, and 56 per cent were in agreement on item 27, which pertains to counselling services.

On items 21 and 25, which relate to personnel policies and pupil accounting, the teachers indicated intra-group conflict with responses of 50 per cent for item 21, and 48 per cent for item 25.

The chairmen indicated the least agreement on items 21, 24, and 28, for which the responses were almost evenly divided with respect to the importance of the expectations pertaining to personnel policies, welfare of the staff, and assessment of pupil growth.





## IV. SUMMARY

All groups were in agreement that the supervisory assistant should not become too involved in the area of "Staff Personnel," and particularly should not be expected to perform tasks dealing with the hiring and placement of teachers and other personnel policies.

In the area of "Pupil Personnel," the supervisory assistant was expected to be an active participant in the orientation of beginning pupils, in the grouping and classification of pupils, and in the development of systematic procedures for the assessment and interpretation of pupil growth.

Some lack of intra-group consensus was evident on expectation items pertaining to the general welfare of the staff, personnel policies, pupil accounting, and counselling services.



## CHAPTER VI

### SCHOOL-COMMUNITY LEADERSHIP AND ADMINISTRATIVE ORGANIZATION AND STRUCTURE

This chapter includes an analysis of the responses of the superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen to items 30 - 38 of the questionnaire in the areas of "School-Community Leadership" and "Administrative Organization and Structure." The analysis of the data is presented in three sections: inter-position consensus, inter-group conflict, and intra-group conflict.

#### I. INTER-POSITION CONSENSUS

##### Expectations for School-Community Leadership and Administrative Organization and Structure

Table XVI presents the chi-square values for each of the nine items in the questionnaire pertaining to school-community leadership and administrative organization and structure. Significant differences were indicated for seven of the nine items under consideration. Table XVII and Table XVIII present the percentage and rank on the importance of each item in the task areas being considered.

In the area of School-Community Leadership, Table XVI indicates chi-square values of significant difference for items 30, 31, 32, and 33, which implies inter-group conflict and a lack of inter-position consensus.



TABLE XVI

CHI-SQUARE VALUES FOR ITEMS OF SCHOOL-COMMUNITY  
LEADERSHIP AND ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Item Number	Value of Chi-Square		Significance Level	
School-Community Leadership				
30	*(a) 20.39	*(b) 3.01	*(a) .001	*(b) NS
31	(a) 14.2	(b) 0.04	(a) .01	(b) NS
32	(a) 17.00	(b) 1.79	(a) .001	(b) NS
33	(a) 11.48	(b) 0.60	(a) .01	(b) NS
34	(a) 3.07	(b) 5.56	(a) NS	(b) NS
Organization and Structure				
35	(a) 5.72	(b) 17.30	(a) NS	(b) .001
36	(a) 46.78	(b) 0.34	(a) .001	(b) NS
37	(a) 1.84	(b) 0.04	(a) NS	(b) NS
38	(a) 24.48	(b) 42.08	(a) .001	(b) .001
*(a) Chi-square values for responses of administrator group. (Superintendents, Supervisory Assistants, Principals, and Chairmen.)				
*(b) Chi-square values for responses of teachers and combined administrator group.				

Coefficient of Concordance W for School Community Leadership = 18.60  
(Significant at .01 level)

Coefficient of Concordance W for Administrative Organization and Structure = 10.2 (Significant at .05 level)





TABLE XVII

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN WITH  
REGARD TO SCHOOL-COMMUNITY LEADERSHIP

Item Number and Content	Percentage and Rank on Importance of Responses <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C. (R) <sup>b</sup>
30 Helping lay groups to understand what the school is trying to do	41% (1)	84% (1)	78% (1)	71% (1) 43% (1)
31 Acquainting the community with the needs, accomplishments, and methods of the school	38 (2.5)	78 (3)	63 (3)	58 (3) 40 (2.5)
32 Developing community understanding of proposals for changes in the school program	38 (2.5)	81 (2)	69 (2)	64 (2) 40 (2.5)
33 Securing community cooperation and participation in the improvement of the school system	26 (4)	56 (4)	59 (4)	47 (4) 30 (5)
34 Interpreting Board policy to the public	12 (5)	13 (5)	13 (5)	28 (5) 33 (4)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



TABLE XVIII

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN WITH  
REGARD TO ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Item Number and Content	Percentage and Rank on Importance of Responses <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C. (R) <sup>b</sup>
35 Working with the Board and Superintendent in the formulation of policies, plans and procedures	29% (1)	53% (1)	53% (2)	69% (1) 53% (1.5)
36 Assist in establishing appropriate attendance areas within the Unit	0 (4)	6 (4)	78 (1)	31 (4) 30 (4)
37 Developing a staff organization as a means of implementing the educational objectives of the school	26 (2)	41 (2)	38 (3)	37 (2) 40 (3)
38 Advising the Board and Superintendent on policies to ensure the safety of pupils	3 (3)	22 (3)	16 (4)	33 (3) 53 (1.5)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.





Item 30, "helping lay groups to understand what the school is trying to do," was considered important by more than 70 per cent of the teachers, principals, and supervisory assistants, but was considered unimportant by more than 60 per cent of the superintendents and chairmen.

Items 31 and 32, which pertain to acquainting the community with the needs and methods of the school, and with changes in the educational program, were considered relatively unimportant by all groups, except the supervisory assistants, who considered these as important expectations. Table XVII shows that both of these items were supported in the approximate order of 80 per cent of the supervisory assistants, 60 per cent of the principals and teachers, and 40 per cent of the superintendents and chairmen.

All groups considered items 33 and 34, which pertain to securing community cooperation and interpreting board policy to the public, as the least important tasks of a supervisory assistant in the area of "School-Community Leadership." Item 33 was supported by approximately 55 per cent of the supervisory assistants, principals, and teachers, and by 28 per cent of the superintendents and chairmen. Item 34 was favoured by only 13 per cent of the principals, supervisory assistants, superintendents, and by approximately 30 per cent of the teachers and chairmen.

In general, all groups considered the tasks in the area of "Administrative Organization and Structure" to be unimportant



for the role of the supervisory assistant. Table XVIII shows that 53 per cent of the supervisory assistants, principals, and chairmen, 69 per cent of the teachers, and only 29 per cent of the superintendents supported item 35, which pertains to the making of policies and plans.

Items 37 and 38, which concern staff organization and safety of pupils, received less than 40 per cent support by all groups, except the chairmen who were 53 per cent in agreement that the supervisory assistant should be concerned with the safety of pupils.

Item 36, "establishing appropriate attendance areas," was not considered to be important by all groups, except the principals who were 78 per cent in agreement that the supervisory assistant should offer some assistance.

## II. INTER-GROUP CONFLICT

Table XIX indicates the expectation items with inter-group conflict in the area of "School-Community Leadership." On item 30, the chi-square test indicated a significant difference at the .001 level. The expectation of helping lay groups to understand what the school is trying to do, was highly favoured by the supervisory assistants, principals, and teachers, but received less support from the superintendents and chairmen. This item was supported by more than 70 per cent of the supervisory assistants, principals, and teachers, whereas approximately 40 per cent of the





TABLE XIX

EXPECTATION ITEMS PERTAINING TO SCHOOL-  
COMMUNITY LEADERSHIP WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C.(R) <sup>b</sup>
30 Helping lay groups to understand what the school is trying to do	41% (1)	84% (1)	78% (1)	71% (1) 43% (1)
31 Acquainting the community with the needs, accomplishments, and methods of the school	38 (2.5)	78 (3)	63 (3)	58 (3) 40 (2.5)
32 Developing community understanding of proposals for changes in the school program	38 (2.5)	81 (2)	69 (2)	64 (2) 40 (2.5)
33 Securing community cooperation and participation in the improvement of the school system	26 (4)	56 (4)	59 (4)	47 (4) 30 (5)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principal; T: Teachers; C: Chairmen.





superintendents and chairmen expressed agreement on the expectation.

As was indicated in the previous section, items 31, 32, and 33, lacked inter-group consensus. The superintendents and chairmen were in sharp disagreement with the other groups on all items related to school and community leadership. Items 31 and 32, which pertain to acquainting the community with the school and changes in the educational programs, clearly indicated inter-group conflict, since 80 per cent of the supervisory assistants favoured these expectations, whereas only 40 per cent of the superintendents and chairmen expressed approval.

Item 33, with a significant difference at the .01 level, similarly showed a lack of agreement by the alter groups. Over 56 per cent of the supervisory assistants and principals favoured the item, whereas only 26 per cent of the superintendents and 30 per cent of the chairmen felt that the supervisory assistant should be concerned about securing community cooperation in the improvement of the school system.

It is interesting to note in Table XVII, that while the alter groups lacked in inter-group consensus, there was a high agreement among the groups as to the ranking of the items in order of importance. Item 30 was ranked highest by all groups and item 34 was ranked lowest in order of importance. The coefficient of concordance " for "School-Community Leadership"



TABLE XX

EXPECTATION ITEMS PERTAINING TO ADMINISTRATIVE  
ORGANIZATION AND STRUCTURE WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C. (R) <sup>b</sup>
35 Working with the Board and Superintendent in the formulation of policies, plans and procedures	29% (1)	53% (1)	53% (1)	69% (1) 53% (1.5)
36 Assist in establishing appropriate attendance areas within the Unit	0 (4)	6 (4)	78 (1)	31 (4) 30 (4)
38 Advising the Board and Superintendent on policies to ensure the safety of pupils	3 (3)	22 (3)	16 (4)	33 (3) 53 (1.5)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.







was calculated to be 18.60, which indicates significance at the .01 level and a high ranking agreement among the alter groups.

Table XX lists three items with inter-group conflict in the area of "Administrative Organization and Structure." All three of the items were calculated to have a significant difference at the .001 level, and were discussed in the section on inter-group consensus.

Item 35, which refers to the making of policies and plans, indicated inter-group conflict since over 50 per cent of the alter groups favoured the expectation, whereas only 29 per cent of the superintendents expressed approval.

Disagreement among groups was evident on item 36, which concerns attendance areas. Seventy-eight per cent of the principals favoured the expectation, but 100 per cent of the superintendents and 94 per cent of the supervisory assistants expressed disapproval.

Item 38, which pertains to the safety of pupils, also indicated a source of inter-group conflict. It was considered important by 53 per cent of the chairmen but rated as unimportant by 97 per cent of the superintendents.

The coefficient of concordance  $W$  for "Administrative Organization and Structure" was considered significant at the .05 level, indicating agreement among the alter groups on the ranking of the items.



### III. INTRA-GROUP CONFLICT

Table XXI indicates that the superintendents had the most intra-group conflict on items in the area of "School-Community Leadership," and had the highest agreement on items in the area of "Administrative Organization and Structure." Items 30, 31, and 32 had the lowest intra-group consensus, and items 36 and 38 received the highest agreement within the superintendent group.

The least consensus was on item 30, which relates to helping lay groups understand the school. Only 41 per cent of the superintendents were in agreement on this expectation, which indicates a low consensus.

Intra-group conflict was also evident on items 31 and 32. Only 38 per cent of the superintendents were in agreement as to whether the supervisory assistant should be concerned with acquainting the community on school needs and proposed changes.

The superintendents expressed a high consensus on items 36 and 38. They were 100 per cent in agreement that the supervisory assistant should not be concerned with attendance areas, and 97 per cent in agreement that the supervisory assistant should not become involved with policies on pupil safety.

The supervisory assistants appeared to have the most intra-group conflict on items 33, 35, and 37, and items 36,





TABLE XXI

RELATIVE INTRA-GROUP CONFLICT PERTAINING  
TO EXPECTATION ITEMS OF SCHOOL-COMMUNITY LEADERSHIP  
AND ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Percent	Category	Importance of Items in Percentage of Responses			
		S. N:34	S.A. N:32	P. N:32	T. N:248
100-90%	1	36, 38	36,		
89-80	2	34,	30, 32, 34	34, 38	
79-70	3	33, 35, 37	31, 38	30, 36	30, 34, 36
69-60	4	31, 32	37,	31, 32, 33, 37	32, 35, 37, 38
59-50	5	30	33, 35	35	31, 33
					30, 35, 38

<sup>a</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.





34, and 30 received the highest intra-group consensus.

On item 33, which pertains to community cooperation, only 56 per cent of the supervisory assistants favoured the expectation, indicating a considerable amount of uncertainty and conflict. Items 35 and 37, relating to Board policies and staff organization, also indicated intra-group conflict. Only 53 per cent of the supervisory assistants were in agreement on item 35, and 41 per cent were in agreement on item 37.

In contrast, over 80 per cent of the supervisory assistants were in agreement on items 30 and 34, which pertain to informing lay groups on school conditions and interpreting Board policy to the public.

The principals were the least in agreement on items 30, 31, and 32, which relate to the school and community, and were highest in agreement on items 36 and 38, which involve administrative organization.

Item 33, "securing community cooperation," received 59 per cent agreement, and item 37, "developing a staff organization," received 38 per cent agreement by the principals. Both items indicated a low consensus.

The principals were in least intra-group consensus on item 35, in which the responses were almost equally divided as to whether a supervisory assistant was expected to work with the Board in the making of plans and policies.

Over 87 per cent of the principals were in agreement that the supervisory assistant should not be expected to



interpret Board policy to the public, and 84 per cent were in agreement that the supervisory assistant should not have to be concerned with policies affecting the safety of pupils.

The teachers and chairmen showed the most intra-group conflict, with all of the expectation items appearing in the three lower categories. Implications were quite clear that the teachers and chairmen were uncertain and divided in their opinions as to the role of the supervisory assistant.

The teachers indicated the least agreement on items 31 and 33, which relate to acquainting the community with the school, and securing community cooperation. On item 31, the teachers were only 58 per cent in agreement, and on item 33, they expressed an agreement of 47 per cent.

The chairmen had the least intra-group consensus on items 30, 35, and 38, which pertain to helping lay groups understand the school, Board policies, and safety of pupils. Only 53 per cent of the chairmen were agreed on items 35 and 38, and item 30 received an agreement of 43 per cent.

#### IV. SUMMARY

In general, there was no marked agreement by the respondents on expectations held for the role of the supervisory assistant. Lack of consensus within the groups and among the groups was typical for all expectations.

In the area of "School-Community Leadership," all





groups, except the supervisory assistants and principals, considered the expectations of acquainting the community with the needs, methods, and changes in school programs as relatively unimportant. Securing community cooperation and interpreting Board policy to the public, were considered as the least important expectations for the role of a supervisory assistant.

Similarly, all groups considered the expectations in the area of "Administrative Organization and Structure" to be unimportant. Policy making, attendance areas, staff organization, and safety of pupils, were not favoured as expectations for the supervisory assistant.



## CHAPTER VII

### ADMINISTRATIVE AND PROFESSIONAL RELATIONSHIPS

This chapter analyzes data from items 39 - 50 of the questionnaire, which consider the relationship of the supervisory assistant to the superintendent, the principal, and the Unit Board. Also included is the relationship of the supervisory assistant to professional organizations. The analysis of the data is presented in three sections: inter-position consensus, inter-group conflict, and intra-group conflict.

#### I. INTER-POSITION CONSENSUS

##### Expectations for Administrative and Professional Relationships

Table XXII presents the chi-square values for items 39 - 50 of the questionnaire under the heading of "Administrative and Professional Relationships." Of the twelve items considered in this area, the responses to ten items indicated a significant difference in the expectations of the alter groups.

A study of the percentages and rank of the items listed in Table XXIII, shows that only two items, 45 and 50, were considered as important expectations by all groups.

Item 45, "accepting the duties as defined by the superintendent and coming under the authority of the



TABLE XXII  
CHI-SQUARE VALUES FOR ITEMS OF ADMINISTRATIVE  
AND PROFESSIONAL RELATIONSHIPS

Item Number	Value of Chi-Square		Significance Level	
39	*(a) 10.00	*(b) 44.20	*(a) .05	*(b) .001
40	(a) 14.55	(b) 0.37	(a) .01	(b) NS
41	(a) 8.42	(b) 18.03	(a) .05	(b) .001
42	(a) 2.75	(b) 0.11	(a) NS	(b) NS
43	(a) 0.30	(b) 0.78	(a) NS	(b) NS
44	(a) 14.82	(b) 3.93	(a) .01	(b) NS
45	(a) 15.44	(b) 0.46	(a) .01	(b) NS
46	(a) 15.33	(b) 4.29	(a) .01	(b) NS
47	(a) 8.89	(b) 3.94	(a) .05	(b) NS
48	(a) 20.40	(b) 4.94	(a) .001	(b) NS
49	(a) 12.06	(b) 0.16	(a) .01	(b) NS
50	(a) 16.07	(b) 10.02	(a) .001	(b) .05

\*(a) Chi-square values for responses of administrator group.  
(Superintendents, Supervisory Assistants, Principals, Chairmen)

\*(b) Chi-square values for responses of teachers and combined  
administrator group.

Coefficient of Concordance W for Administrative and Professional  
Relationships = 40.50 (Significant at .001 level)





TABLE XXIII

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN WITH  
REGARD TO ADMINISTRATIVE AND PROFESSIONAL RELATIONSHIPS

Item Number and Content	Percentage and Rank on Importance of Responses <sup>a</sup>				C. (R) <sup>b</sup>
	S. (R)	S.A. (R)	P. (R)	T. (R)	
39 Seeing that Departmental regulations and Unit Board policies are observed	15% (7)	53% ( 6)	31% ( 8)	44% ( 8)	43% ( 5.5)
40 Regularly attending Unit Board meetings	0 (12)	13 (11)	34 ( 7)	51 ( 5)	27 ( 7)
41 Participating in salary negotiations	1 (11)	3 (12)	3 (12)	18 (12)	3 (12)
42 Exercising authority as a line officer next to the superintendent	21 ( 6)	28 ( 7)	22 (10)	50 ( 6)	43 ( 5.5)
43 Exercising authority as a line officer on equal basis as the principal of a school	14 ( 8)	19 ( 8.5)	19 (11)	20 (11)	13 (10)



TABLE XXIII (CONTINUED)

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN WITH  
REGARD TO ADMINISTRATIVE AND PROFESSIONAL RELATIONSHIPS

Item Number and Content	Percentage and Rank on Importance of Responses <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R)
				C. (R) <sup>b</sup>
44 Assuming the position of a staff officer and coming under the jurisdiction of the principal of a school	9% ( 9.5)	18% (10)	41% ( 4.5)	25% (10)
				7% (11)
45 Accepting the duties as defined by the superintendent and coming under the authority of the superintendent	91 ( 2)	81 ( 2)	91 ( 1)	77 ( 2)
				53 ( 3)
46 Accepting duties as defined by the Unit Board and coming under the jurisdiction of the Unit Board	9 ( 9.5)	19 ( 8.5)	28 ( 9)	36 ( 9)
				47 ( 4)
47 Accepting duties as defined by the superintendent and Unit Board and coming under their joint jurisdiction	53 ( 4)	63 ( 4)	40 ( 6)	68 ( 3)
				77 ( 1)





TABLE XXIII (CONTINUED)

EXPECTATIONS OF SUPERINTENDENTS, SUPERVISORY ASSISTANTS,  
PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN WITH  
REGARD TO ADMINISTRATIVE AND PROFESSIONAL RELATIONSHIPS

Item Number and Content	Percentage and Rank on Importance of Responses <sup>a</sup>				C. (R) <sup>b</sup>
	S. (R)	S.A. (R)	P. (R)	T. (R)	
48 Assuming an active role in the Saskatchewan Teachers' Federation organization and activities	29% ( 5)	66% ( 3)	60% ( 3)	60% ( 4)	26 ( 8)
49 Being a member of the Saskatchewan Teachers' Federation but active only in selected activities	56 ( 3)	54 ( 5)	41 ( 4.5)	45 ( 7)	17 ( 9)
50 Being an active member of the Saskatchewan Association of Supervisory Assistants	100 ( 1)	94 ( 1)	82 ( 2)	94 ( 1)	60 ( 2)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



superintendent," was highly favoured by all groups, except the chairmen. This item was supported by 91 per cent of the superintendents and principals, 81 per cent of the supervisory assistants, 77 per cent of the teachers, and by 53 per cent of the chairmen.

On item 50, which pertains to membership in the Saskatchewan Association of Supervisory Assistants, 100 per cent of the superintendents, 94 per cent of the supervisory assistants and teachers, 82 per cent of the principals, and 60 per cent of the chairmen favoured the expectation.

Items 41, 43, and 44 indicated high agreement among the alter groups as to what expectations were not to be considered as important functions of the supervisory assistant. On item 41, only 1 per cent of the superintendents, 3 per cent of the supervisory assistants, principals, and chairmen, and 18 per cent of the teachers felt that the supervisory assistant should participate in salary negotiations. Item 43, which pertains to equal authority of the principal and supervisory assistant, indicated a high inter-group consensus, since less than 20 per cent of the alter groups were in agreement with the expectation. Similarly, on item 44, less than 26 per cent of the superintendents, supervisory assistants, teachers, and chairmen, and 41 per cent of the principals favoured the expectation that the supervisory assistant should come under the jurisdiction of the principal of a





school. Item 49, "being a member of the Saskatchewan Teachers' Federation but active only in selected activities," was favoured by approximately 55 per cent of the superintendents and supervisory assistants, by 40 per cent of the principals and teachers, and by 17 per cent of the chairmen.

No group really responded in a distinct and clear manner to indicate what should be the line and staff relationship of the supervisory assistant. Similarly, there was no general agreement among groups so as to indicate the relationship between the supervisory assistant and the Saskatchewan Teachers' Federation.

## II. INTER-GROUP CONFLICT

Table XXIV presents the items in the area of "Administrative and Professional Relationships" which indicate significant differences in the extent of agreement among the responding groups. Table XXII shows a significant difference of .001 for item 39 and .01 for item 40. All groups were not in favour of these expectations, but the superintendents were more emphatic in their responses that supervisory assistants should not be expected to see that Departmental regulations and Unit Board policies are observed, and should not be expected to attend Unit Board meetings regularly. The superintendents were only 15 per cent in favour of item 39, in comparison to 53 per cent of





TABLE XXIV

EXPECTATION ITEMS PERTAINING TO ADMINISTRATIVE AND  
PROFESSIONAL RELATIONSHIPS WITH INTER-GROUP CONFLICT

Importance of Responses in Percentage and Rank <sup>a</sup>					
Item Number and Content	S. (R)	S.A. (R)	P. (R)	T. (R)	C. (R) <sup>b</sup>
39 Seeing that Departmental regulations and Unit Board policies are observed	15% ( 7)	53% ( 6)	31% ( 8)	44% ( 8)	43% ( 5.5)
40 Regularly attending Unit Board meetings	0 ( 2)	13 (11)	34 ( 7)	51 ( 5)	27 ( 7)
41 Participating in salary negotiations	1 (11)	3 (12)	3 (12)	18 (12)	3 (12)
42 Exercising authority as a line officer next to the superintendent	21 ( 6)	28 ( 7)	22 (10)	50 ( 6)	43 ( 5.5)
43 Exercising authority as a line officer on equal basis as the principal of a school	14 ( 8)	19 ( 8.5)	19 (11)	20 (11)	13 (10)
44 Assuming the position of a staff officer and coming under the jurisdiction of the principal of a school	9 ( 9.5)	18 (10)	14 ( 4.5)	25 (10)	7 (11)



TABLE XXIV (CONTINUED)

EXPECTATION ITEMS PERTAINING TO ADMINISTRATIVE AND  
PROFESSIONAL RELATIONSHIPS WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C. (R) <sup>b</sup>
45 Accepting duties as defined by the superintendent and coming under the authority of the superintendent	91% ( 2)	81% ( 2)	91% ( 1)	77% ( 2) 53% ( 3)
46 Accepting duties as defined by the Unit Board and coming under the jurisdiction of the Unit Board	9 ( 9.5)	19 ( 8.5)	28 ( 9)	36 ( 9) 47 ( 4)
47 Accepting duties as defined by the superintendent and Unit Board and coming under their joint jurisdiction	53 ( 4)	63 ( 4)	40 ( 6)	68 ( 3) 77 ( 1)
48 Assuming an active role in the Saskatchewan Teachers' Federation organization and activities	29 ( 5)	66 ( 3)	69 ( 3)	60 ( 4) 26 ( 8)





TABLE XXIV (CONTINUED)

EXPECTATION ITEMS PERTAINING TO ADMINISTRATIVE AND  
PROFESSIONAL RELATIONSHIPS WITH INTER-GROUP CONFLICT

Item Number and Content	Importance of Responses in Percentage and Rank <sup>a</sup>			
	S. (R)	S.A. (R)	P. (R)	T. (R) C. (R) <sup>b</sup>
49 Being a member of the Saskatchewan Teachers' Federation but active only in selected activities	56% ( 3)	54% ( 5)	41% ( 4.5)	45% ( 7) 17% ( 9)
50 Being an active member of the Saskatchewan Association of Supervisory Assistants	100 ( 1)	94 ( 1)	82 ( 2)	94 ( 1) 60 ( 2)

<sup>a</sup>Percentage based on number of responses indicating importance of tasks. Rank refers to placement of items in order of importance as expressed by percentage of responses.

<sup>b</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



the supervisory assistants, and over 40 per cent of the teachers and chairmen. One hundred per cent of the superintendents were not in favour of item 40, whereas 51 per cent of the teachers and 34 per cent of the principals felt that the supervisory assistant should attend Unit Board meetings regularly.

Inter-group conflict was evident on items 44, 45, and 46. On item 44, less than 10 per cent of the superintendents and chairmen, but more than 25 per cent of the teachers favoured the expectation that the supervisory assistant should come under the authority of the principal of a school. On item 45, over 90 per cent of the superintendents and teachers felt that the supervisory assistant should come under the authority of the superintendent, but only 47 per cent of the chairmen agreed with this expectation. Similarly, on item 46, only 9 per cent of the superintendents felt that the supervisory assistant should come under the authority of the Unit Board, but this expectation was favoured by 47 per cent of the chairmen.

The chairmen expressed the most opposition to the expectation that the supervisory assistant should be an active member of professional organizations. On item 48, over 60 per cent of the supervisory assistants, principals, and teachers were in agreement that the supervisory assistant should be an active member of the Saskatchewan Teachers'





Federation, but only 29 per cent of the superintendents and 26 per cent of the chairmen favoured this item.

On item 50, the superintendents, supervisory assistants, and teachers were more than 90 per cent in agreement that the supervisory assistant should be an active member of the Saskatchewan Association of Supervisory Assistants, whereas, the chairmen expressed approval by only 60 per cent.

The coefficient of concordance  $W$  for "Administrative and Professional Relationships" was calculated to be 40.50, which is significant at the .001 level. The response distributions of the alter groups to the various items indicated high agreement when ranked in order of importance.

### III. INTRA-GROUP CONFLICT

The categories of relative consensus in Table XXV, show that the superintendents had the least intra-group consensus on items 47 and 49, which relate to the administrative relationship of the supervisory assistant to the Unit Board, and to the professional relationship of the supervisory assistant to the Saskatchewan Teachers' Federation.

Intra-group conflict was apparent on item 47, in which the superintendents were almost evenly divided in their opinions as to whether the supervisory assistant should come under the joint jurisdiction of the superintendent and Unit Board. The superintendents were 53 per cent in favour of the





TABLE XXV

RELATIVE INTRA-GROUP CONFLICT PERTAINING TO  
EXPECTATION ITEMS OF ADMINISTRATIVE AND PROFESSIONAL RELATIONSHIPS

Importance of Items in Percentage of Responses						
Percent	Category	S. N:34	S.A. N:32	P. N:32	T. N:248	C <sup>a</sup> N:30
100-90%	1	40, 41, 44 45, 46, 50	41, 50	41, 45	50	41, 44
89-80	2	39, 43	40, 43, 44 45, 46	43, 50, 44	41, 43	43, 47
79-70	3	42, 48	42	42, 46	44, 45	40, 47, 48
69-60	4		47, 48	39, 40, 47 48	46, 47, 48	50
59-50	5	47, 49	39, 49	49	40, 42, 49 39,	39, 42, 45 46

<sup>a</sup>S: Superintendents; S.A.: Supervisory Assistants; P: Principals; T: Teachers; C: Chairmen.



expectation, which indicates low agreement within the group.

Similarly, on item 49, the superintendents were only 56 per cent in agreement on the expectation that the supervisory assistant should be a member of the Saskatchewan Teachers' Federation but active only in selected activities.

In contrast, a high intra-group consensus was indicated on items 41 and 50, in which the superintendents were 100 per cent in agreement that the supervisory assistant should not participate in salary negotiations, and that the supervisory assistant should be an active member of the Saskatchewan Association of Supervisory Assistants.

The supervisory assistants had a lower consensus of within the group than the superintendent group, which is indicated by having fewer items in category one. Table XXV shows that the supervisory assistants had the most intra-group conflict on items 39 and 49, and had the highest agreement on items 41 and 50.

On item 39, the supervisory assistants were only 53 per cent in agreement as to whether a supervisory assistant was expected to see that Departmental regulations and Unit Board policies were observed. Item 49 also indicated intra-group conflict. Only 54 per cent of the supervisory assistants were in agreement that the supervisory assistant should be a member of the Saskatchewan Teachers' Federation but active only in selected activities.







However, high consensus was shown on items 41 and 50, in which over 90 per cent of the supervisory assistants were in agreement that the supervisory assistant should not participate in salary negotiations, and should be an active member of the Saskatchewan Association of Supervisory Assistants.

The principals had a varied distribution of responses with respect to consensus within the group. The least intra-group consensus was on items 47 and 49, and the highest agreement was on items 41 and 45.

In category one, 97 per cent of the principals were in agreement on item 41, which suggests that the supervisory assistant should not participate in salary negotiations, and 91 per cent were agreed on item 45, which suggests that the supervisory assistant should come under the authority of the superintendent.

Intra-group conflict was evident on item 47, since only 40 per cent of the principals were in agreement that the supervisory assistant should come under the joining jurisdiction of the superintendent and the Unit Board. Apparently 60 per cent of the principals disagreed or were uncertain in their opinions. Similarly, on item 49, only 41 per cent of the principals were in agreement as to whether the supervisory assistant should be a member of the Saskatchewan Teachers' Federation but active only in selected activities.



The teachers and chairmen appeared to have less intra-group consensus than the other three groups of respondents. Both groups placed most items in the lower categories.

The teachers showed the least consensus on items 40 and 42. On item 40, fifty-one per cent of the teachers felt that the supervisory assistant should attend Unit Board meetings regularly.

The most intra-group conflict was evident on item 42, in which the teachers were evenly divided as to whether the supervisory assistant had authority as a line officer next to the superintendent.

The highest intra-group consensus was indicated on item 50, in which 94 per cent of the teachers expected the supervisory assistant to be an active member of the Saskatchewan Association of Supervisory Assistants.

The chairmen indicated a high inter-group consensus on item 45, by expressing a 97 per cent agreement that it was not important for the supervisory assistant to take part in salary negotiations.

High intra-group conflict was apparent on item 45, in which only 53 per cent of the chairmen were in agreement as to whether the supervisory assistant should come under the jurisdiction of the superintendent. A lack of inter-group consensus was also evident on item 46, in which only





47 per cent of the chairmen were in agreement with the expectation that the supervisory assistant should come under the authority of the Unit Board.

#### IV. SUMMARY

The findings in the area of "Administrative and Professional Relationships" did not indicate any clear pattern as to what should be the relationship of the supervisory assistant to other personnel in the larger unit of administration. In general, all groups agreed that the supervisory assistant should not be expected to see that Departmental regulations and Board policies are observed, to attend Unit Board meetings regularly, and to participate in salary negotiations. On the positive side, all groups were in general agreement that the supervisory assistant was expected to accept the duties as defined by the superintendent and come under the authority of the superintendent, and also that the supervisory assistant was expected to be an active member of the Saskatchewan Association of Supervisory Assistants.

The relationship between the supervisory assistant and the Unit Board, the superintendent, and the principal appeared to be uncertain and vague. No group seemed to consider the position of the supervisory assistant on the line and staff hierarchy as important, but at the same time, all groups expressed uncertainty as to whether the supervisory assistant





should have authority next in line to the superintendent, on equal basis as a principal, or come under the jurisdiction of the principal of a school.

The relationship of the supervisory assistant to the Saskatchewan Teachers' Federation was also not clearly expressed. There appeared to be a general agreement among supervisory assistants, principals, and teachers, that the supervisory assistant should be active in the affairs and activities of the teachers' professional organization, but the superintendents and chairmen expressed strong disagreement.



## CHAPTER VIII

### RELATIONSHIP OF TEACHER CHARACTERISTICS TO EXPECTATIONS

The purpose of this chapter is to report the relationship of teacher expectations for supervisory services with respect to length of teaching experience and grade level taught. An analysis of the responses to questionnaire items 1 - 50, showed that the expectations of teachers differed significantly on only six items, and that the most important preferences for supervisory services by the different groups of teachers pertained to the area of instructional leadership. This chapter presents the analysis of data in two sections: relationship of expectations to teaching experience, and relationship of expectations to grade level taught.

#### I. RELATIONSHIP OF EXPECTATIONS TO TEACHING EXPERIENCE

Table XXVI compares the expectations of teachers with varied experience in terms of percentage and rank on the importance of the items related to instructional leadership. With the exception of item 8, experience in teaching did not seem to be a significant factor in expectations held for the role of a supervisory assistant in the area of instructional leadership.





TABLE XXVI

PERCENTAGE OF RESPONDENTS IN VARIOUS EXPERIENCE CATEGORIES  
WHO RATED ITEMS AS IMPORTANT ON INSTRUCTIONAL LEADERSHIP

Percentage and Rank on Importance of Responses									
Item Number	Beginners	R	2 - 5 years	R	6 - 10 years	R	11+ years	R	
1	97%	2	98%	1	97%	1	96%	1.5	
2	82	9.5	86	5.5	87	4	91	4	
3	86	7	87	4	78	6	87	6	
4	97	2	97	2	90	2.5	93	3	
5	82	9.5	84	7	72	8.5	89	5	
6	89	5	82	8	72	8.5	75	12	
7	68	13	69	13	64	14.5	69	13	
8	46	17.5	45	18	26	18.5	51	17	
9	46	17.5	48	17	26	18.5	40	19	
10	97	2	93	3	90	2.5	96	1.5	



TABLE XXVI (CONTINUED)

PERCENTAGE OF RESPONDENTS IN VARIOUS EXPERIENCE CATEGORIES  
WHO RATED ITEMS AS IMPORTANT ON INSTRUCTIONAL LEADERSHIP

Percentage and Rank on Importance of Responses									
Item Number	Beginners	R	2 - 5 years	R	6 - 10 years	R	11+ years	R	
11	68%	13	76%	9.5	67%	12.5	78%	9.5	
12	86	7	73	12	82	5	79	8	
13	57	16	56	16	70	11	66	15	
14	75	11	61	15	60	16	60	16	
15	43	19	39	19	39	17	49	18	
16	61	15	74	11	64	14.5	77	11	
17	68	13	65	14	72	8.5	78	9.5	
18	86	7	76	9.5	67	12.5	68	14	
19	93	4	86	5.5	72	8.5	84	7	
20	29	20	14	20	21	20	19	20	



However, an examination of Table XXVI does reveal some minor preferences by teachers with varying lengths of classroom experience. Item 6, "consulting with individual teachers and groups of teachers on specific school problems," was favoured by 89 per cent of the beginning teachers in comparison to 72 per cent of the teachers with 6 - 10 years of experience. Similarly, the beginning teachers favoured items 8 and 9, which relate to motivating the staff and assisting principals with leadership. Forty-six per cent of the beginning teachers favoured these items in comparison to 26 per cent of the teachers with 6 - 1- years of experience. On item 11, "assist in the development of in-service projects," approximately 78 per cent of the teachers with eleven or more years of experience favoured this expectation in contrast to 68 per cent of the beginning teachers. On item 13, seventy per cent of the teachers with 6 - 10 years of experience favoured demonstration teaching, whereas the beginners and teachers with five or fewer years of experience responded with only 56 per cent approval. Item 14, "arranging for intervisitation for those teachers needing help," was favoured by 75 per cent of the beginning teachers and by only 60 per cent of the teachers with experience. In responding to item 18, it was interesting to note that teachers with little or no experience, were more in favour of self-evaluation of classroom performance than were teachers with more experience.





Table XXVII indicates six items that were ranked the highest and considered the most important expectations according to the responses of teachers with all ranges of teaching experience. All teachers were in agreement on items 1, 4, and 10, with an inter-group consensus of more than 90 per cent. Being knowledgeable on curriculum developments, helping teachers to develop a program of remedial work for slow learners, and assisting with the orientation of the new or inexperienced teachers, were considered to be the three most important expectations for the role of a supervisory assistant.

Item 3, "providing for a program of educational diagnosis to discover the strengths and weaknesses of pupils," was also highly favoured by all groups of teachers. Item 19, "improving instruction through visiting classrooms and conferring with teachers," was favoured by 93 per cent of the beginners, by more than 84 per cent of the teachers with less than five and more than eleven years of experience, but was approved by only 72 per cent of the teachers with 6 - 10 years of experience.

Table XXVIII shows two items on which a significant difference was found when the expectations of teachers with no experience, with 2 - 5 years of experience, and with 11 and over years of experience were compared.

The calculated chi-square value for item 8 was 7.81, which indicates a significant difference at the .05 level.



TABLE XXVII

RANK ORDER OF INSTRUCTIONAL LEADERSHIP ITEMS  
 CLASSED AS HIGHEST IN IMPORTANCE FOR FOUR EXPERIENCE CATEGORIES

	Beginner	2 - 5 years	6 - 10 years	11+ years
Rank	Item	Item	Item	Item
1	1	1	1	1
2	10	4	4	10
3	4	10	10	4
4	19	3	2	2
5	6	2	12	5
6	3	19	3	3

It is interesting to note in Table XXVIII that even though most of the teachers were not in favour of item 8, the teachers with 6 - 10 years of experience were twice as strong in their opinion that motivating the work of the teaching staff was not the expected task of a supervisory assistant. The general disapproval for item 8 might very well indicate that the motivation of the staff is the proper function of the school principal rather than that of a supervisory officer from central office. It might also indicate that the teachers feel no need for external motivation.







TABLE XXVIII

EXPECTATIONS OF TEACHERS COMPARED WITH  
LENGTH OF TEACHING EXPERIENCE

Item Number and Content	Importance of Responses in Percentage				Chi-square Value
	Beginners N:28	2 - 5 years N:62	6 - 10 years N:39	11+ years N:111	
8 Motivating the work of the teaching staff	46%	45%	26%	51%	7.81 <sup>a</sup>
47 Accepting duties as defined by the super- intendent and Unit Board and coming under their joint jurisdiction	43%	76%	62%	73%	11.83 <sup>b</sup>

<sup>a</sup>Significant at .05 level<sup>b</sup>Significant at .01 level



Item 47, "accepting the duties of a supervisory assistant as defined by the superintendent and Unit Board and coming under their joint jurisdiction," showed a significant difference at the .01 level. The beginning teachers were less favourably inclined to this expectation than were the teachers with experience. Only 43 per cent of the beginning teachers agreed with this expectation in comparison to 76 per cent of the teachers with 2 - 5 years of experience, and 73 per cent of the teachers with 11 or more years of experience.

## II. RELATIONSHIP OF EXPECTATIONS TO GRADE LEVEL TAUGHT

Table XXIX presents the expectations related to the different grade levels taught in terms of percentage and rank on the importance of the items in the area of instructional leadership. An analysis of the data indicated that there were no significant differences in the expectations with respect to the grade level being taught. The responses of the teachers for grades 1 - 3, grades 4 - 6, and grades 7 - 8, indicated close agreement, both within and among the groups.

Table XXX presents six items that were ranked the highest according to the responses of teachers at all grade levels. It was interesting to note that the ranking on the importance of items by teachers for different grade levels



TABLE XXIX

PERCENTAGE OF RESPONDENTS IN VARIOUS GRADE LEVEL CATEGORIES  
WHO RATED ITEMS AS IMPORTANT ON INSTRUCTIONAL LEADERSHIP

Percentage and Rank on Importance of Responses						
Item Number	Grades 1-3	R	Grades 4, 5, 6	R	Grades 7, 8	R
1	96%	1	100%	1	95%	1
2	89	5	85	6.5	92	2
3	87	6	91	4	79	8.5
4	92	3	98	2	90	3.5
5	91	4	81	8	82	6.5
6	82	8	85	6.5	82	6.5
7	65	15.5	63	15	69	13
8	44	18	48	17.5	38	17
9	31	19	42	19	33	19
10	95	2	94	3	90	3.5





TABLE XXIX (CONTINUED)

PERCENTAGE OF RESPONDENTS IN VARIOUS GRADE LEVEL CATEGORIES  
WHO RATED ITEMS AS IMPORTANT ON INSTRUCTIONAL LEADERSHIP

Percentage and Rank on Importance of Responses						
Item Number	Grades 1-3	R	Grades 4, 5, 6	R	Grades 7, 8	R
11	77%	10	69%	13	78%	10
12	81	9	77	9	80	7
13	65	15.5	65	14	61	16
14	60	16	60	16	66	15
15	45	17	48	17.5	34	18
16	67	13	74	10	75	11
17	71	11.5	70	12	74	12
18	71	11.5	73	11	67	14
19	83	7	88	5	79	8.5
20	24	20	16	20	23	20



TABLE XXX

RANK ORDER OF INSTRUCTIONAL LEADERSHIP  
ITEMS CLASSED AS HIGHEST IN IMPORTANCE  
FOR THREE GRADE LEVEL CATEGORIES

	Grades 1-3	Grades 4, 5, 6	Grades 7, 8
Rank	Item	Item	Item
1	1	1	1
2	10	4	2
3	4	10	4
4	5	3	10
5	2	19	5
6	3	2	6

taught, was similar to the ranking by teachers with varied experience, which were previously discussed. All teachers, regardless of experience or grade level taught, considered items 1, 4, and 10, to be the most important expectations. Over 90 per cent of the teachers at all grade levels were in agreement on these three items, which pertain to keeping abreast of research findings on curriculum, helping teachers to develop remedial and enrichment programs, and assisting with the orientation of the new or inexperienced teachers in the classroom or school. Similarly, the teachers for grades





1 - 3, grades 4 - 6, and grades 7 - 8, responded with over 80 per cent agreement on items 2, 3, and 5, which relate to helping teachers understand curriculum objectives, providing for a program of educational diagnosis to discover the strengths and weaknesses of the pupils, and encouraging the Board, through the superintendent, to provide materials and equipment for the instructional program.

An examination of Table XXIX indicates that the teachers for all grade levels taught in the elementary school apparently do not have any special preferences with respect to supervisory services in the area of instructional leadership.

Table XXXI presents the three items which indicated a significant difference in the expectations of teachers at different grade levels.

On item 24, only 24 per cent of the grades 1 - 3 teachers felt that the supervisory assistant should be expected to promote the general welfare of the staff in comparison to over 40 per cent of the teachers in charge of the higher grades.

On item 40, sixty-six per cent of the grades 7 - 8 teachers agreed that the supervisory assistant should regularly attend Unit Board meetings, whereas more than 50 per cent of the lower grade teachers did not favour this expectation. A possible explanation for the favoured reaction of the grades 7 - 8 teachers to this expectation might be that



TABLE XXXI  
EXPECTATIONS OF TEACHERS COMPARED WITH  
GRADE LEVEL TAUGHT

Item Number and Content	Importance of Responses in Percentage			Chi-square Value
	Grades 1-3 N:96	Grades 4-6 N:88	Grades 7-8 N:61	
24 Promoting the general welfare of the staff	24%	42%	41%	7.54 <sup>a</sup>
40 Regularly attending Unit Board meetings	47	48	66	6.17 <sup>a</sup>
48 Assuming an active role in the Saskatchewan Teachers' Federation organization and activities	48	61	72	9.47 <sup>b</sup>

<sup>a</sup>Significant at .05 level

<sup>b</sup>Significant at .01 level

many of the teachers at this grade level are principals or vice-principals and therefore are more concerned with administrative policies of the Unit Board. This conjecture, however, is not supported by Table XXIII, on pages 87-88, which indicates that the principals as a group were only 34 per cent in favour of this expectation item.





Similarly, on item 48, the grades 7 - 8 teachers responded more favourably than the teachers of lower grades. Seventy-two per cent of the grades 7 - 8 teachers were in agreement that, the supervisory assistant should be expected to assume an active role in the Saskatchewan Teachers' Federation organization and activities, but only 48 per cent of the grades 1 - 3 teachers, and 61 per cent of the grades 4 - 6 teachers supported this expectation item.

### III. SUMMARY

In general, teaching experience and grade level taught, were not significant factors in determining the expectations for the role of a supervisory assistant. However, while there was a high agreement within and among the different groups of teachers, the inexperienced and experienced teachers did indicate some minor preferences. Beginning teachers expressed more approval than did the more experienced teachers for supervisory services such as, consultation on specific school problems, intervisitation of teachers, motivation and leadership, and with assistance in self-evaluation of classroom performance. The more experienced teachers seemed to indicate a preference for supervisory services related to demonstration teaching, variety of instructional methods, and assistance with in-service projects.

A significant difference existed between the expectations of beginning teachers and experienced teachers as to





the administrative jurisdiction over the supervisory assistant. The experienced teachers were more in favour that the supervisory assistant should come under the joint jurisdiction of the Unit Board and the superintendent.

Of the fifty items in the questionnaire, teachers at different grade levels showed some disagreement on three expectations, none of which were in the area of instructional leadership. Teachers in charge of higher grades responded more favourably than the teachers at lower grade levels to the expectations that the supervisory assistant should possibly show some concern for promoting the general welfare of the staff, should regularly attend Unit Board meetings, and should assume an active role in the Saskatchewan Teachers' Federation organization and activities.



## CHAPTER IX

### REVIEW OF PROBLEM, FINDINGS AND IMPLICATIONS, AND RECOMMENDATIONS

#### I. REVIEW OF THE PROBLEM

During recent years there has been an increasing demand for more and better education. Many changes have taken place in the educational scene. The development of larger units of administration, centralization of school facilities, implementation of more specialized and individualized learning programs, changes in program content and in educational practices, all of these have increased the need for additional services in the supervisory field. To meet these changing educational needs, School Unit Boards in Saskatchewan, moved in the direction of employing supervisory assistants to assist the superintendent in improving the teaching-learning situations in schools.

The purpose of this study was to analyze the expectations of superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen, for the role of supervisory assistant. It was assumed that the effectiveness of this type of supervisory service would depend upon a clarification of expectations and upon a more careful definition of the role of the supervisory assistant.





A prepared questionnaire, consisting of a comprehensive list of supervisory and administrative services, was used to identify the supervisory functions considered to be most important by the various alter groups. The respondents consisted of thirty-four superintendents, thirty-two supervisory assistants, thirty-two principals, thirty Unit Board chairmen, and two hundred forty-eight teachers. The responses were tabulated in percentages and ranked in order to determine the expectation which were considered important. Chi-square values were calculated to determine inter-group conflict, and a categorized table was used to determine intra-group conflict. The coefficient of concordance  $W$  was used to check the amount of agreement that existed among the reference groups in the ranking of the expectations for the role of a supervisory assistant.

## II. FINDINGS AND IMPLICATIONS

This study seems to indicate a fairly high agreement among superintendents, supervisory assistants, principals, teachers, and Unit Board chairmen, that the role of the supervisory assistant is essentially one of supervision and deals mainly with tasks of instructional leadership. Under the guidance of the superintendent, the supervisory assistant visits classrooms and acts as a consultant and advisor to teachers, assists with in-service programs, and carries on the many supervisory activities considered



necessary to help improve the teaching-learning situation in the classroom. In the field of administration, there seems to exist an equally high agreement, that the supervisory assistant should not be considered as an executive officer of the Unit Board, and as such should have very little, if any, administrative authority. This study does not indicate any sharp conflicts on the major aspects of the supervisory assistant's role.

In the area of instructional leadership, all groups of respondents were in most agreement, that the supervisory assistant should be informed on curriculum developments in order to help teachers understand new educational trends and curriculum objectives, to provide for a program of educational diagnosis in order to discover the potential of students and to assist in the development of remedial and enrichment programs, to provide consultant service to individual teachers or groups of teachers on specific school problems, to assist with the orientation of the new or inexperienced teacher, to encourage the use of a variety of instructional methods, and to assist in the classification and grouping of pupils for more effective teaching and learning.

Providing leadership in the development of in-service projects was considered to be an important expectation by all groups, except the chairmen. The superintendents as a distinct group ranked this as the most desirable service that a





supervisory assistant should perform. Improving instruction through classroom visitation was also considered a most worthwhile supervisory service, although the principals responded with less favour than the other groups.

The superintendents, supervisory assistants, and chairmen, felt that encouraging teachers to evaluate their own classroom performance and to take active part in educational workshops, were two desirable services that a supervisory assistant should perform, but the teachers and principals indicated less agreement with these expectations.

In the area of instructional leadership, it is worth noting that demonstration teaching and intervisitation of teachers were not considered as important expectations for the supervisory assistant. The chairmen and supervisory assistants favoured these services, whereas, the superintendents as a group were opposed to them, and the principals and teachers expressed a somewhat indifferent response.

A source of inter-group conflict was evident with respect to encouraging the Board to provide instructional materials and equipment. The superintendents and chairmen were not inclined to favour this expectation.

Evaluating the work of teachers and reporting regularly to the Unit Board, showed the greatest amount of disagreement among groups. The teachers and chairmen favoured this expectation, whereas, the other groups considered this to be the





least desirable expectation for a supervisory assistant.

In the area of staff personnel, all groups of respondents were in agreement that the supervisory assistant should not assume administrative tasks which might be classed as line-officer functions. In particular, the supervisory assistant should not be expected to perform tasks related to the hiring and placement of teachers.

In the area of pupil personnel, the supervisory assistant was expected to offer leadership in the orientation of beginning pupils, to develop systematic procedures for the assessment and interpretation of pupil growth, and to assist in the classification and grouping of pupils.

In general, all groups considered tasks in the area of school-community leadership and administrative organization and structure to be unimportant for the role of a supervisory assistant. Only the supervisory assistants and principals considered the expectations of acquainting the community with the needs, methods, and proposed changes in school programs as important. Policy making, staff organization, and safety of pupils, were not favoured as expectations for the supervisory assistant. Only the principals expected the supervisory assistant to help in establishing appropriate attendance areas. Securing community cooperation, and interpreting Departmental regulations and Board policies to the public, were ranked as the least important expectations.



In the area of administrative and professional relationships, there was general agreement that the supervisory assistant should come under the jurisdiction of the superintendent, and was expected to be an active member of the Saskatchewan Association of Supervisory Assistants. Strong unfavourable responses also indicated that the supervisory assistant should not be expected to see that Departmental regulations and Unit Board policies were observed, should not be required to attend Unit Board meetings regularly, and should not participate in salary negotiations.

The responses of alter groups failed to indicate clearly as to what should be the relationship of the supervisory assistant to the Unit Board, the superintendent, the principal, and the teacher. All of these relationships appeared to be quite tenuous and complex. No group seemed to consider the position of the supervisory assistant on the line and staff hierarchy as important, possibly because the position of a supervisory assistant lies outside the normal chain of authority and is essentially a staff officer position at all levels.

The supervisory assistant is an employee of the Unit Board and therefore comes under the authority of the Board. In practice, however, this authority is usually delegated to the superintendent, because the superintendent is legally responsible for the total supervisory program in the Unit,







and also because the Board is professionally in no position to supervise the work of the supervisory assistant. In general then, it might be said that the relationship of the supervisory assistant to the Unit Board is indirect. The supervisory assistant reports to the Board through the superintendent. The supervisory assistant works with the superintendent in planning and carrying out the supervisory program. Various responsibilities at the technical level are delegated to the supervisory assistant, who works under the guidance and leadership of the superintendent.

The relationship of the supervisory assistant to the principal appears to be that of a co-worker on a leadership team. The supervisory assistant works with the teachers through the principal, who as head of the school, holds the key position for instructional improvement.

The relationship of the supervisory assistant to the teachers and the professional organization is unique and complex. As a staff officer, the supervisory assistant has no delegated line authority, so that the role becomes one of supporting, assisting, and sharing, rather than directing and demanding. The authority of this position comes only through competencies or abilities which the supervisory assistant is able to display. The supervisory assistant relates to the teachers in terms of leadership. The chief function is that of being a consultant and advisor among teachers.



The supervisory assistant is a member of the Saskatchewan Teachers' Federation, which might be considered advantageous in terms of friendly working relationships with the teachers. In practice, however, it seems that the supervisory assistant does not assume a too dominant role in the activities of the professional organization, possibly because, as a staff officer of the Unit Board, the supervisory assistant is subjected to conflicting expectations.

Teaching experience and grade level taught, did not appear to be significant factors in determining expectations for the behavior of a supervisory assistant. Beginning teachers showed some preference for the supervisory services of consultation, intervisitation, leadership activities, and for assistance with self-evaluation procedures. The more experienced teachers favoured supervisory services related to demonstration teaching, variety of instructional methods, and assistance with in-service projects.

### III. RECOMMENDATIONS

On the basis of the findings and implications of this study, the following recommendations are made as possible courses of action for clarifying the role and the effectiveness of the supervisory assistant.

1. The duties and functions of the supervisory assistant need to be more carefully defined and all members





of the school team need to be more adequately informed on these.

In this study conflict in expectations by alter groups was apparent on several significant supervisory functions. The chairmen and supervisory assistants considered that demonstration teaching and intervisitation of teachers were important expectations for the supervisory assistant, whereas, the superintendents were opposed to these expectations, and the principals and teachers were divided in their opinions. Similarly, the teachers and chairmen felt that the supervisory assistant should evaluate the work of the teachers and report regularly to the Board, but the superintendents, supervisory assistants, and principals, expressed strong disapproval.

A lack of consensus by alter groups results in conflicts which decrease the effectiveness of the supervisory program. Good working relationships depend upon a clarification and understanding of specific roles.

2. The supervisory assistant should be considered as a member of a team of supervisors with common goals.

A general conclusion of this study was that the supervisory assistant was expected to come under the jurisdiction of the superintendent, and that the role of the supervisory assistant was essentially one of supervision dealing with tasks of instructional leadership.





The team is headed by the superintendent and includes the principals, vice-principals, librarians, special supervisors, and teachers. The common goal is the improvement of the teaching-learning situation in the school. The supervisory assistant is a co-worker on a team and works under the guidance and leadership of the superintendent.

3. The line and staff relationship of the supervisory assistant should be that of a staff officer, at the administrative level, but serving only at the technical level.

In the areas of staff personnel and administrative organization and structure, all groups of respondents were unanimous in their rejection of all expectations which might indicate a managerial aspect to the role of a supervisory assistant. In particular, the supervisory assistant was not expected to become involved in the hiring and placement of teachers, in helping the Board to formulate plans and policies, in seeing that regulations were observed, and was not expected to attend Board meetings regularly.

The supervisory assistant does not have administrative authority, and therefore, should not be considered as the executive officer of the Board. In all relationships, the supervisory assistant is a staff member who works cooperatively with principals and teachers in improving the instructional program. Whatever authority the supervisory assistant has is based solely on professional competence.



4. The supervisory assistant should make a special effort to work together and involve the principals of schools in all improvement programs.

Responses in this study indicated a certain degree of role conflict between the supervisory assistant and the principal of a school. In most cases, the principals showed less agreement than the supervisory assistants to supervisory services such as motivation of the staff, classroom visitation and consultation, orientation of new teachers, pupil accounting and counselling, and educational workshops. The study also revealed some uncertainty as to the relationship of the supervisory assistant to the principal, although a small majority of teachers and principals did seem to indicate that the supervisory assistant should assume the position of a staff officer and come under the jurisdiction of the principal of a school.

5. The supervisory program should be jointly planned and developed.

The supervisory program should be thoroughly understood by all members of the school team, and each must not only have a clear conception of his own role, but also of the roles of others, and the way in which these roles interrelate.

6. There should be frequent communication and consultation among members of the supervisory team.

Monthly meetings with the principals and vice-principals of the various schools provides the opportunity for continuous







communication, for the evaluation and co-ordination of the supervisory programs in all schools. Weekly meetings of the superintendent, supervisory assistant, and special supervisors makes for continual planning on the day-to-day basis. Regular and frequent meetings of the supervisory staff makes for a constructive supervisory program that grows out of the classroom and returns to enrich it.

#### IV. FURTHER STUDY

This research has revealed the following problems which are suggested for further study.

1. What are the preparatory needs and desirable qualifications for the position of a supervisory assistant?
2. What is the most effective team approach by the supervisory assistant and the principal for the improvement of instruction?
3. What is the relationship of an effective supervisory programme to educational benefits?
4. What are the educational merits of classroom visitation in comparison to other supervisory services?
5. Should the supervisory assistant be a specialist or generalist?

The findings of this study indicated important implications with regard to the role of a supervisory assistant. On the basis of these findings, several courses of action were



recommended for improving the supervisory program. The study also pointed out the need for further study on several problems in order to provide more adequate information on the role of the supervisory assistant. Further research would supplement the present limited body of knowledge on the subject, and perhaps add to the clarity and effectiveness of this supervisory position.



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APPENDIX A

COPY OF SAMPLE LETTER SENT TO OFFICIAL  
REPRESENTATIVE OF THE DEPARTMENT OF EDUCATION,  
THE SASKATCHEWAN TEACHERS' FEDERATION, AND  
THE SASKATCHEWAN TRUSTEES' ASSOCIATION



Nipawin, Saskatchewan  
October 12, 1964

Dear

As part of my graduate work in Educational Administration at the University of Alberta, I am attempting to analyze "The Role of Supervisory Assistants in Large Administrative Units in Saskatchewan."

I am enclosing a copy of my Thesis Proposal and Questionnaire to acquaint you with the nature of the study that I am undertaking.

I do hope that my proposed research study meets with your approval.

Yours sincerely





## APPENDIX B

### INSTRUCTIONS TO SUPERINTENDENTS



### INSTRUCTIONS TO SUPERINTENDENTS

I am attempting to analyze the Role of Supervisory Assistants in the larger units of Saskatchewan. It is my hope that you will assist me by administering the enclosed questionnaires to:

- (a) Your Unit Board Chairman
- (b) the supervisory assistant
- (c) a principal chosen at random from any elementary school having 5 or more elementary teachers
- (d) eight elementary teachers selected at random, but one to represent each grade. The schools from which teachers are selected should have 5 or more elementary teachers.

Specific instructions for administering the instrument are included with the questionnaire. The questionnaire is designed to take a minimum amount of your time (12-15 mins.) and is answered simply by the use of check marks and circling of numbers. The data obtained from the questionnaire will be kept confidential as to source. Plain and sealed envelopes, which are enclosed, will provide for anonymity of the respondents.

I am enclosing an addressed and stamped envelope for your convenience in returning the completed questionnaires. Could I possibly have them back in one month's time?

Your co-operation in making this study possible will be greatly appreciated. In return, I do hope to share with you the findings of this study.

Sincerely,





## APPENDIX C

### QUESTIONNAIRE TO SUPERINTENDENTS, SUPERVISORY ASSISTANTS, PRINCIPALS, TEACHERS, AND UNIT BOARD CHAIRMEN



## SECTION II

## QUESTIONNAIRE

Tasks of locally-employed supervisory assistants  
in Larger Units of Administration  
in Saskatchewan

Directions:

Below are listed a number of administrative and supervisory tasks which you may or may not consider applicable to the work of the supervisory assistant.

To the right of each item are the numbers 1 2 3 4. Please circle the number which best indicates your considered opinion of each task.

1. Highly significant. (A task which absolutely must be performed by the supervisory assistant if the school system is to operate effectively.)
2. Significant. (A task which preferably should be performed by the supervisory assistant if the school system is to operate effectively.)
3. Slightly significant. (A task whose performance by the supervisory assistant may or may not make a small contribution to the effective operation of the school system.)
4. Insignificant. (A task which the supervisory assistant should not perform.)

Note: Tasks marked as 1 or 2 are considered to be important tasks of the supervisory assistant, while tasks marked as 3 or 4 are considered to be unimportant.



## TASKS OF SASKATCHEWAN SUPERVISORY ASSISTANTS

## Task Area: Instructional Leadership

1. Keeping abreast of current thinking and research findings on curriculum. 1 2 3 4
2. Helping teachers to develop an understanding of curriculum objectives. 1 2 3 4
3. Providing for a program of educational diagnosis to discover the strengths and weaknesses of pupils. 1 2 3 4
4. Helping teachers to develop a program of remedial work for slow learners and of enrichment for superior learners. 1 2 3 4
5. Encouraging the Board, through the superintendent, to provide materials and equipment for the instructional program. 1 2 3 4
6. Consulting with individual teachers or groups of teachers on specific school problems. 1 2 3 4
7. Encouraging local initiative in modifying and adapting the curriculum. 1 2 3 4
8. Motivating the work of the teaching staff. 1 2 3 4
9. Assisting principals to assume leadership. 1 2 3 4
10. Assisting with the orientation of the new or inexperienced teachers in the classroom or school. 1 2 3 4





11. To give leadership and assist in the development of in-service projects of the school or unit. 1 2 3 4
12. Encouraging teachers to use a variety of instructional methods. 1 2 3 4
13. Assist in providing scheduled demonstration teaching throughout the year. 1 2 3 4
14. Arranging intervisitation for those teachers needing help not provided by scheduled demonstrations. 1 2 3 4
15. Encouraging teachers to take courses to improve their professional competence. 1 2 3 4
16. Providing leadership in planning research activities based on instructional problems in the classroom. 1 2 3 4
17. Encouraging active participation of teachers in educational workshops. 1 2 3 4
18. Encouraging teachers to evaluate their own classroom performance. 1 2 3 4
19. Improving instruction through visiting classrooms and conferring with teachers. 1 2 3 4
20. Evaluating the work of teachers and reporting regularly to the board. 1 2 3 4

Task Area: Staff Personnel

21. Assisting the Board and superintendent to formulate



- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
|     | satisfactory personnel policies.            | 1 | 2 | 3 | 4 |
| 22. | Engaging teaching personnel.                | 1 | 2 | 3 | 4 |
| 23. | To assist in the placement of teachers.     | 1 | 2 | 3 | 4 |
| 24. | Promoting the general welfare of the staff. | 1 | 2 | 3 | 4 |

#### Task Area: Pupil Personnel

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 25. | Initiating and maintaining a system of pupil accounting.   | 1 | 2 | 3 | 4 |
| 26. | Encouraging teachers and principals to institute measures for orientation of beginning pupils.   | 1 | 2 | 3 | 4 |
| 27. | Assisting teachers and principals to provide counselling services.                               | 1 | 2 | 3 | 4 |
| 28. | Developing systematic procedures for the assessment and interpretation of pupil growth.          | 1 | 2 | 3 | 4 |
| 29. | To assist in the classification and grouping of pupils for more effective teaching and learning. | 1 | 2 | 3 | 4 |

#### Task Area: School-Community Leadership

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 30. | Helping lay groups (including trustees) to understand what the school is trying to do. | 1 | 2 | 3 | 4 |
| 31. | Acquainting the community with the needs, accomplishments, and methods of the school.  | 1 | 2 | 3 | 4 |
| 32. | Developing community understanding of proposals for changes in the school program.     | 1 | 2 | 3 | 4 |





33. Securing community co-operation and participation in the improvement of the school system. 1 2 3 4
34. Interpreting Board policy to the public. 1 2 3 4

Task Area: Organization and Structure

35. Working with the Board and superintendent in the formulation of policies, plans, and procedures. 1 2 3 4
36. Assist in establishing appropriate attendance areas within the Unit. 1 2 3 4
37. Developing a staff organization as a means of implementing the educational objectives of the school system. 1 2 3 4
38. Advising the Board and superintendent on policies to ensure the safety of pupils. 1 2 3 4

Task Area: Administrative and Professional Relationships

39. Seeing that Departmental regulations and Unit Board policies are observed. 1 2 3 4
40. Regularly attending Unit Board meetings. 1 2 3 4
41. Participating in salary negotiations. 1 2 3 4
42. Exercising authority as a line officer next to the superintendent. 1 2 3 4
43. Exercising authority as a line officer on equal basis as the principal of a school. 1 2 3 4
44. Assuming the position of a staff officer and



- coming under the jurisdiction of the principal  
of a school. 1 2 3 4
45. Accepting the duties of a supervisory assistant as  
defined by the superintendent and coming under  
the authority of the superintendent. 1 2 3 4
46. Accepting the duties of a supervisory assistant as  
defined by the Unit Board and coming under the  
jurisdiction of the Unit Board. 1 2 3 4
47. Accepting the duties of a supervisory assistant as  
defined by the superintendent and Unit Board and  
coming under their joint jurisdiction. 1 2 3 4
48. Assuming an active role in the Saskatchewan Teachers'  
Federation organization and activities. 1 2 3 4
49. Being a member of the Saskatchewan Teachers'  
Federation but active only in selected  
activities. 1 2 3 4
50. Being an active member of the Saskatchewan  
Association of Supervisory Assistants. 1 2 3 4



## SECTION I

QUESTIONNAIREGENERAL INFORMATION ON SUPERVISORY ASSISTANTS

1. Answer each item as directed by your superintendent.
2. If the meaning of any statement is not clear, ask for clarification.
3. Upon completion of Section I and Section II of the Questionnaire, please place it in the plain envelope and seal it.

DIRECTIONS

Please supply the information requested by inserting a check mark (✓) where applicable.

- |   |   |
|---|---|
| 1. Age  | 2. University Education   |
| <input type="checkbox"/> under 24<br><input type="checkbox"/> 25-35<br><input type="checkbox"/> 36-40<br><input type="checkbox"/> 41 and over | <input type="checkbox"/> no degree<br><input type="checkbox"/> one degree<br><input type="checkbox"/> two degrees<br><input type="checkbox"/> other (specify) |
| 3. Teaching experience (to nearest year)  |   |
| Elementary  | Secondary   |
| <input type="checkbox"/> 1-5<br><input type="checkbox"/> 6-10<br><input type="checkbox"/> 11 and over   | <input type="checkbox"/> 1-5<br><input type="checkbox"/> 6-10<br><input type="checkbox"/> 11 and over   |
| 4. Administrative experience prior to appointment as supervisory assistant:   |   |
|   | <input type="checkbox"/> teacher<br><input type="checkbox"/> vice-principal<br><input type="checkbox"/> principal<br><input type="checkbox"/> other (specify) |
| 5. Total experience as supervisory assistant  |   |
|   | <input type="checkbox"/> first year<br><input type="checkbox"/> 2-5 years<br><input type="checkbox"/> 6-10<br><input type="checkbox"/> 11 and over            |
| 6. Sex: <input type="checkbox"/> male <input type="checkbox"/> female   |   |





## APPENDIX D

### SUMMARY OF RESPONSES



TABLE XXXII

RESPONSE DISTRIBUTIONS FOR EXPECTATION ITEMS OF QUESTIONNAIRE SECTION II

Item Number	Superintendents		Supervisory Assistants		Principals		Teachers		Unit Board Chairmen	
	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.
1	32	2	32	0	31	1	241	7	26	4
2	32	2	31	1	31	1	220	28	28	2
3	30	4	32	0	29	3	216	32	24	6
4	30	4	31	1	30	2	232	16	28	2
5	22	12	31	1	27	5	209	39	21	9
6	31	3	30	2	26	6	208	40	24	6
7	15	19	25	7	19	13	160	88	16	14
8	27	7	23	9	14	18	109	139	20	10
9	10	24	27	5	15	17	86	162	13	17
10	32	2	32	0	26	6	234	14	26	4
11	33	1	30	2	27	5	182	66	14	16
12	32	2	30	2	24	8	197	51	22	8
13	12	22	19	13	20	12	156	92	21	9
14	10	24	23	9	17	15	150	98	18	12
15	18	16	23	9	15	17	112	136	22	8
16	18	16	27	5	22	10	177	71	22	8
17	29	5	32	0	21	11	180	68	22	8
18	31	3	30	2	23	9	179	69	26	4
19	28	6	32	0	24	8	208	40	24	6





TABLE XXXII (CONTINUED)

## RESPONSE DISTRIBUTIONS FOR EXPECTATION ITEMS OF QUESTIONNAIRE SECTION II

Item Number	Superintendents		Supervisory Assistants		Principals		Teachers		Unit Board Chairmen	
	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.
20	0	34	3	29	1	31	194	54	16	14
21	2	32	15	17	11	21	125	123	16	14
22	1	33	3	29	3	29	40	208	4	26
23	3	31	7	25	8	24	80	168	12	18
24	14	20	21	11	12	20	87	161	14	16
25	20	14	18	14	16	16	120	128	11	19
26	29	5	25	7	21	11	162	86	23	7
27	16	18	21	11	18	14	150	98	18	12
28	28	6	26	6	27	5	191	57	18	12
29	33	1	30	2	25	7	210	38	23	7
30	14	20	27	5	25	7	175	73	13	17
31	13	21	25	7	20	12	144	104	12	18
32	13	21	26	6	22	10	159	89	12	18
33	9	25	18	14	19	13	117	131	9	21
34	4	30	4	28	4	28	70	178	10	20
35	10	24	17	15	17	15	171	77	16	14
36	0	34	2	30	25	7	77	171	9	21
37	9	25	13	19	12	20	92	156	12	18



TABLE XXXII (CONTINUED)

## RESPONSE DISTRIBUTIONS FOR EXPECTATION ITEMS OF QUESTIONNAIRE SECTION II

Item Number	Superintendents		Supervisory Assistants		Principals		Teachers		Unit Board Chairmen	
	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.	imp.	unimp.
38	1	33	7	25	5	27	82	166	16	14
39	5	29	17	15	10	22	108	140	13	17
40	0	34	4	28	11	21	126	122	8	22
41	0	34	1	31	1	31	44	204	1	29
42	7	27	9	23	7	25	123	125	13	17
43	5	29	6	26	6	26	50	198	26	4
44	3	31	6	26	13	19	61	187	2	28
45	31	3	26	6	29	3	190	58	16	14
46	3	31	6	26	9	23	88	160	14	16
47	18	16	20	12	13	19	169	79	23	7
48	10	24	21	11	22	10	148	100	8	22
49	19	15	17	15	13	19	110	138	5	25
50	34	0	30	2	26	6	234	14	18	12

imp: important (tasks considered highly significant and significant for the role of a supervisory assistant)

unimp: unimportant (tasks considered slightly significant and insignificant for the role of a supervisory assistant)



TABLE XXXIII

RANK ORDER OF THE FIFTEEN HIGHEST EXPECTATION ITEMS  
AS HELD BY ALTER GROUPS

Superintendents		Supervisory Assistants		Principals		Teachers		Chairmen	
Item Number	Rank	Item Number	Rank	Item Number	Rank	Item Number	Rank	Item Number	Rank
50	1	1	3	1	1.5	1	1	2	1.5
11	2.5	3	3	2	1.5	10	2.5	4	1.5
29	2.5	10	3	4	3	50	2.5	1	4
1	5.5	17	3	3	4.5	4	4	10	4
2	5.5	19	3	45	4.5	2	5	18	4
10	5.5	2	7	5	7	3	6	3	7
12	5.5	4	7	11	7	5	8.5	6	7
6	9	5	7	28	7	6	8.5	19	7
18	9	6	11.5	6	10	19	8.5	26	10
45	9	11	11.5	10	10	29	8.5	29	10
3	11.5	12	11.5	50	10	12	11	47	10
4	11.5	18	11.5	29	13	20	12	15	13
17	13.5	29	11.5	30	13	28	13.5	16	13
26	13.5	50	11.5	36	13	45	13.5	17	13
19	15.5	16	15	12	15.5	11	15.5	12	15





TABLE XXXIV

RANK ORDER OF THE TEN LOWEST EXPECTATION ITEMS  
AS HELD BY ALTER GROUPS

Superintendents		Supervisory Assistants		Principals		Teachers		Chairmen	
Item Number	Rank	Item Number	Rank	Item Number	Rank	Item Number	Rank	Item Number	Rank
41	47.5	41	50	41	49.5	22	50	41	50
40	47.5	36	49	20	49.5	41	49	44	49
36	47.5	22	47.5	22	48	43	48	43	47.5
20	47.5	20	47.5	34	47	44	47	22	47.5
21	46	40	45.5	38	46	34	46	49	46
38	44.5	34	45.5	43	45	36	45	48	44.5
22	44.5	44	43.5	42	44	23	44	40	44.5
46	42	43	43.5	23	43	38	43	36	42.5
44	42	46	42	46	42	46	41	33	42.5
23	42	38	40.5	39	41	24	41	34	41



TABLE XXXV  
IMPORTANCE OF TASK AREAS ACCORDING TO HIGHEST  
RANKING OF EXPECTATIONS

Task Area	Superin- tendents	Supervisory Assistants	Principals	Teachers	Chairmen
Instructional Leadership	1, 2, 3, 4, 5, 6, 10, 11, 12, 17, 18, 19, 8,	1, 2, 3, 4, 5, 6, 10, 11, 12, 16, 17, 18, 19, 9,	1, 2, 3, 4, 5, 6, 10, 11, 12, 16, 18, 19,	1, 2, 3, 4, 5, 6, 10, 11, 12, 19, 20, 16, 17, 18,	1, 2, 3, 4, 5, 6, 8, 10, 12, 15, 16, 13, 19, 14, 18, 17
Staff Personnel					
Pupil Personnel	26, 29, 28, 25,	28, 29,	28, 29,	28, 29,	27, 26, 29
School-Community Leadership		30, 32,	30, 32,	30	
Organization and Structure			36,	35	
Administrative and Professional Relationships	45, 50 49,	50, 45,	45, 50, 48,	50, 45,	47







